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PROCEEDINGS  
OF THE  
STATE CONFERENCE  
ON  
IMMIGRANT EDUCATION  
IN  
MASSACHUSETTS INDUSTRIES

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Under the Joint Auspices of the  
MASSACHUSETTS STATE DEPARTMENT OF EDUCATION  
and the  
ASSOCIATED INDUSTRIES OF MASSACHUSETTS

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HOTEL PILGRIM, PLYMOUTH, MASSACHUSETTS.  
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# The Commonwealth of Massachusetts

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LOWELL TEXTILE SCHOOL.

NEW BEDFORD TEXTILE SCHOOL.



## STATE POLICIES ADOPTED BY THE STATE CONFERENCE ON IMMIGRANT EDUCATION IN MASSACHUSETTS IN- DUSTRIES, PLYMOUTH, MASS., SEPTEMBER 18, 1920.

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1. The significant statement has been made in this conference that 800,000 immigrants landed on our shores during the year ending June 30, 1920, in contrast with 141,000 the previous year. The immigrant tide is again on the rise. America welcomes these newcomers from overseas. America has learned, however, the danger of allowing in our midst thousands who are with us but not of us, mainly because of the language barrier; hence, the imperative need of education in English and the principles of American citizenship to the end that our American institutions may endure.

2. Thousands of our non-English speaking immigrants are to be found in the industries. Because of this, the co-operation of the industries with the educational authorities will go far to help us solve the difficult problem of assimilation. The spirit of co-operation between the industries and the schools displayed at this conference is a happy augury of achievement for the coming year. We believe that the delegates here gathered should do everything within their power to spread this co-operation over a wider and wider area.

3. The education of the immigrant is a public function, and, wherever possible, should be carried on by public educational authorities in accordance with the plans formulated by the State Department of Education following out the provisions of chapter 295, General Acts of 1919. Industry should avail itself of the educational facilities offered by the public schools, and should co-operate in every feasible way to perfect these facilities.

4. Public educational authorities must appreciate that adequate plans for educating the immigrant call for the expenditure of many times more money than is now being provided.

The choice, however, is between illiteracy which breeds anarchy and education which indoctrinates good citizenship. There is nothing between. This convention goes on record as endorsing a generous expenditure of public funds for this public work, and urges that public educational authorities everywhere become more keenly alive to their duty in this field of educational endeavor.

5. The Americanization movement has been subject to some criticism because the term Americanization has been given so many false connotations. We believe in an Americanization which has for its end the making of good American citizens by developing in the mind of every one who inhabits American soil an appreciation of the principles and practices of good American citizenship. We conceive of Americanization as a process of giving, not taking, away. We believe that English is only the first step in this process, but it is a very necessary step, and the task to which the school should primarily address itself. We deplore wholesale denunciations of immigrant groups as constituting a menace to our American institutions. We hold to the opinion that Americanization should not be compulsory. And we boldly express our confidence that if we, in the true spirit of America, will do our duty towards the immigrant, he will not be found wanting in his attitude towards that America which native born and immigrant are together daily building.

#### PROCEDURE.

To carry out the foregoing policies, this committee, after carefully analyzing the findings of the industrial and the school groups, and considering the suggestions given in discussion, recommends the following set-up for the two agencies, respectively: —

(1) The schools: —

- (a) Accept provisions of chapter 295, General Acts of 1919.
- (b) Appropriate enough money to get the work well done.
- (c) Provide for classes in industries whenever organized.
- (d) Provide a director of immigrant education.
- (e) Train and supervise teachers.
- (f) Provide suitable text material, including motion pictures.
- (g) Organize courses of study.

## (2) The industries: —

- (a) Centralize responsibility in a plant director or committee or other effective agency.
- (b) Conduct preliminary study to learn the extent and nature of the problem.
- (c) Recruit classes.
- (d) Provide satisfactory school accommodations.
- (e) Establish an efficient follow-up.
- (f) Provide incentives.
- (g) Collaborate in training teachers and in providing special text material.

As a corollary to the above we endorse the report of the Findings Committee of the industrial group to the effect that "no dictum should be expressed as to the *time* when classes in industry should be held. Each industry should decide this question on the basis of its own hours of labor and other working conditions." Furthermore, we hold with them that any community plan for the education of the immigrant will be successful only when it has received full endorsement and support from both management and workers in industry and from teachers and all other responsible parties in the school. And, finally, we most heartily concur in their findings that any co-operative program such as is suggested above will be effective only when based on mutual confidence and respect on the part of the two agencies, *each for the other*.

WILLIAM A. MITCHELL, *Chairman,*  
*Agent, Massachusetts Cotton Mills, Lowell,*

FORDYCE T. REYNOLDS, *Chairman,*  
*Superintendent of Schools, Gardner,*

WALTER M. LOWNEY,  
*President, The Walter Lowney Company, Boston,*

MARY A. S. MUGAN,  
*Assistant Superintendent of Schools, Fall River,*  
*State Policies Committee.*

## PROGRAM.

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### GENERAL THEME.

The Promotion of Co-operative Relations between the Public Schools and the Industries in the Operation of Factory Classes for the Instruction of Immigrants.

THURSDAY EVENING, SEPTEMBER 16, 7 O'CLOCK.

*Dining Room, Hotel Pilgrim.*

Opening session. Banquet.

Richard H. Rice, Manager, General Electric Company, West Lynn, presiding.

Address: "The New View of the Immigrant Problem."

Dr. Jeremiah W. Jenks, Chairman, Board of Directors, Alexander Hamilton Institute, New York City.

Entertainment: "The Cotter's Saturday Night."

The Scottish Musical Comedy Company.

FRIDAY MORNING, SEPTEMBER 17, 9 TO 12.15.

*Plymouth Country Club.*

Harvey S. Gruver, Superintendent of Schools, Worcester, presiding.

Subject: "Co-operation between the Public Schools and Industry in the Education of the Immigrant."

9.00-9.20. "Co-operation from the Public Schools."

Dr. Payson Smith, Commissioner of Education for Massachusetts.

9.20-9.40. "Co-operation from Industry."

Charles A. Andrews, President of Associated Industries of Massachusetts. Read by Herbert O. Stetson.

9.40-10.10. "Progress in Immigrant Education in Massachusetts Industries during the Past Year."

George F. Quimby, Industrial Service Secretary, Associated Industries of Massachusetts.

10.10-10.30. Discussion.

Opened by Owen A. Hoban, Chairman, School Committee, Gardner, Mass.

## 10.30-12.00. Practical Experiences.

Miss Margaret G. Butler, Plant Americanization Director, American Optical Company, Southbridge.

Miss Jennie E. Scolley, Assistant Superintendent of Schools, Holyoke.

Mortimer H. Mellen, Plant Director of Americanization, General Electric Company, West Lynn.

P. Byron Reid, Director of Americanization, Public Schools, Taunton.

A. G. Warren, District Supervisor, Americanization School, American Steel and Wire Company, Worcester.

M. E. Fitzgerald, Superintendent of Schools, Cambridge.

## 12.00-12.15. Discussion.

FRIDAY NOON, SEPTEMBER 17, 12.30 O'CLOCK.

Luncheon, dining room, Hotel Pilgrim.

FRIDAY AFTERNOON, SEPTEMBER 17, 2 TO 3.30.

Separate conferences on "How to secure and maintain Attendance."

## 1. Conference of Industrial Group, in Hotel Pilgrim parlors.

Dr. E. C. Gilbert, Service Manager, Chapman Valve Manufacturing Company, Indian Orchard, presiding.

John J. Mahoney, State Supervisor of Americanization, will present a statement at the opening of the industrial conference, setting forth those helps which the schools wish to receive from the industries.

Discussion: —

T. J. Dwyer, Superintendent of Labor, The Fisk Rubber Company, Chicopee Falls.

Earle W. Weaver, Service Department, A. C. Lawrence Leather Company, Peabody.

Thure Hanson, Crompton Knowles Loom Works, Worcester.

## 2. Conference of School Group, in the Plymouth Country Club.

M. J. Downey, Director of Immigrant Education, School Department, Boston, presiding.

Edward E. Bohner, Industrial Service Secretary, Associated Industries of Massachusetts, will present a statement at the opening of the school conference, setting forth those helps which the industries wish to receive from the schools.

Discussion: —

Ellen de S. Barrett, Director of Americanization, Newburyport.

Farnsworth Marshall, Superintendent of Schools, Malden.

Fordyce Reynolds, Superintendent of Schools, Gardner.

Ernest P. Carr, Superintendent of Schools, Marlborough.

FRIDAY AFTERNOON, SEPTEMBER 17, 4 O'CLOCK.

Exercises at Plymouth Rock of Self-Rededication to America.

Dr. Payson Smith, Commissioner of Education for Massachusetts, presiding.

William Tyler Page, Author of "The American's Creed."

Address: "American Ideals."

President Lemuel Herbert Murlin, Boston University.

FRIDAY EVENING, SEPTEMBER 17, 7.30 TO 9.30.

*Dining Room, Hotel Pilgrim.*

F. C. Holmes, General Manager, Plymouth Cordage Company, presiding.  
"Schooling of the Immigrant" (Report of the Carnegie Foundation Study).

Frank V. Thompson, Superintendent of Schools, Boston.

"The Immigrant's Viewpoint."

Denis McCarthy, Poet and Publicist.

"The Function of the Y. M. C. A. in Industrial Americanization."

Dr. George W. Tupper, Industrial Secretary, Young Men's Christian Associations of Massachusetts and Rhode Island.

SATURDAY MORNING, SEPTEMBER 18, 9.30 TO 12.30.

*Plymouth Country Club.*

Walter M. Lowney, President, The Walter M. Lowney Company, Boston, presiding.

9.30-9.50. Report of Findings of Industrial Conference.

Presented by Charles H. Paull, Assistant Service Manager, Ludlow Manufacturing Associates, Ludlow.

9.50-10.10. Report of Findings of School Conference.

Presented by Francis A. Bagnall, Superintendent of Schools, Adams.

10.10-10.40. Discussion.

10.40-11.30. Address: "Fundamentals."

Dr. William McAndrew, Associate Superintendent of Schools, New York City.

11.30-11.50. Report of Committee on State Policies.

Fordyce T. Reynolds, Superintendent of Schools, Gardner.

11.50-12.30. Action on Recommendations of Committee.

SATURDAY NOON, SEPTEMBER 18, 12.30 O'CLOCK.

*Luncheon, Hotel Pilgrim.*

After-conference jollification.



# PROCEEDINGS OF THE STATE CONFERENCE ON IMMIGRANT EDUCATION IN MASSACHUSETTS INDUSTRIES.

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## THURSDAY EVENING SESSION, SEPTEMBER 16, 1920.

Richard H. Rice, Manager, General Electric Company, Lynn, presiding.

MR. RICE. "Ladies and Gentlemen, I esteem it a high honor to be asked to preside at this opening meeting on such an auspicious occasion, the first time in any State when the forces of education and the forces of industry have met to discuss the problem of immigrant education in English and in the ideals of America. It is splendid evidence of the spirit which animates the citizens of Massachusetts that this high co-operation can be secured, and that we can meet together, as we are here, to counsel as to the best course to pursue in this most important matter.

"It is fortunate for industry, for which I speak, that it can have the co-operation of the State in pursuing this work which is so vital to both. Most industries will be found to-day to be dual in character: the one character is an establishment for the production of useful articles; the other character is an establishment for the education of men. One is just as essential to industry as the other, and I go so far as to say that if the educational side of industry is neglected, — seriously neglected by the industries, — it will be disastrous to the State, to the community, and to the industry.

"The industry with which I am connected is a typical one, and therefore in giving you a brief statement of some of the activities going on to illustrate my point, please understand that I am speaking for many industries, not for one only."

At this point Mr. Rice described the vocational schools of his plant, — the apprentice school for the training of skilled operatives, technical training for college graduates, and a

course in connection with the Massachusetts Institute of Technology, whereby students spend three months at the institute and then three months at the General Electric Company.

"One of the most valuable things," he continued, "is our so-called Americanization work which we are met here to study to-day. That has given us, we believe, great benefit, and we are more enthusiastic about it as the years roll by. We teach the things necessary for becoming citizens. It was very inspiring last winter to see several parties of fifty or sixty each taken from our works to Salem for the purpose of taking out naturalization papers. And I want to assure you of that which you know already, of course, having been in contact with this work, — these people are the most enthusiastic and best citizens we have.

"Industries in the past, as we all know, have taken into their employ many non-English speaking employees, and we have not, up to a very few years ago, fully realized our duties in connection with these employees. We have felt that by giving them the means of livelihood and proper surroundings in the shop we have given them all they need. Now, we all realize the fallacy of that view. We realize the larger responsibility which the taking of those people into our employ imposes upon us. Speaking for industry, I believe I am safe in saying that we propose to discharge that duty to the full. We propose to do whatever is necessary to teach those employees the English language, and to teach them all we can about America, its institutions, and its freedom; and we propose also to teach them things about the industry which they would otherwise take many years to learn.

"All of this is for a threefold purpose. It is for the purpose of benefiting the employee; it is for the purpose of benefiting the industry; and it is also for the purpose of benefiting the State. It has an enlightened selfishness in it, — a selfishness which, while looking out for our own interest, is equally mindful of the interest of the other two elements; so that I think it is a fortunate combination of motives, — a combination which I think should always be considered in dealing with industrial problems. It certainly does not lessen the interest of this problem to us that it has benefit to ourselves and to our

employees, and we still have a certain thrill of patriotism about it which gives it an added zest and an added impetus.

"It has been most gratifying to me, and to those whom I have had associated with me in doing this work, to see the responsibility of the employees, their earnestness and their interest in the work, their gratitude for the co-operation that we have given them, and the quick appreciation of the merits of education. Our final meeting at the end of the year was a most inspiring one, and that alone would induce me to keep on with added fervor for the next year.

"Right here I might say that I believe the place for this sort of education — perhaps I hold a one-sided view — is in the industry itself and not outside of it, because I believe that this threefold interest makes it vital. It simply rests upon the shoulders of the manufacturers, of the industries themselves, to provide free facilities in the industry so that the work may be effectively done there. I am confident that the teaching will be one-sided and incomplete unless that is the case.

"In this conference and in the developments which will result from it, — developments which I think will undoubtedly be of no small magnitude, — we are performing a public service, and we should perform it with a sense of public duty. The success of the conference can be measured only by its results; but, undoubtedly, with a better understanding of our problems, which with a better co-operation will arise from it, there is no doubt the conference will be productive of the most fortunate results."

Mr. Rice then presented the speaker of the evening, Dr. Jeremiah W. Jenks, Research Professor of Government in New York University, chairman of the Board of Directors of Hamilton Institute, a member of the Immigration Commission under President Roosevelt, and author of many valuable books.

## THE NEW VIEW OF THE IMMIGRANT PROBLEM.

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ADDRESS BY DR. JEREMIAH W. JENKS.

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Dr. Jenks said, in part: —

“I am informed that to-day is the three hundredth anniversary of the sailing of our Pilgrim Fathers from Holland, and to-morrow will be Constitution Day. Could there be any better time and place for considering the problem of the new Pilgrims who are coming to these shores in such overwhelming numbers?

“There are many points of likeness and of unlikeness between the old Pilgrims and the new. The old Pilgrims came to found a state with the motive of securing for themselves a greater religious freedom and a greater political freedom than they had been allowed to enjoy before; but very soon after that the economic motive became prominent among those coming to this country in the earlier days.

“It is extremely fortunate that only a few of the new Pilgrims need to come here to acquire greater religious freedom, for there is not very much religious oppression left in the world, and with the exception of one great unfortunate country there is not much real political oppression. The prime motive of those coming here to-day is to better their economic condition. So this movement toward Americanizing the immigrant must, I think, turn, to a very considerable extent, upon preparing our new brothers to undertake the duties of citizenship from the industrial as well as the political and social viewpoint.

“In the last census of which we have any definite reports, almost half of our population were immigrants or the children of immigrants. But we need to distinguish very carefully between the character of the earlier and the later immigrants. Before 1880, of all the immigrants coming in, more than 90 per cent were from northern and western Europe; that is, they came from countries having political and social institutions much like our own. In 1913, 86 per cent of all our immi-

grants were from southern Europe. Their languages are so entirely different in structure from ours that it makes the learning of English very difficult indeed. They come from countries where the political ideals are vastly different from those of America. They had little to do with the government in the old country. Freedom means to them doing as they please — it does not mean subjecting themselves to laws made by the people. Their social customs, too, differ greatly from those of the earlier comers; for example, generally speaking, Americans do not think it is wise for women to take so active a part in helping to furnish the family income. The percentage of families in this country in which the husband provides the income is 58.4 of the native born, and is only 36 per cent of the foreign born. Again, the percentage of families that take in boarders is only 6.7 of native-born Americans, while the percentage of the foreign born is 25.5.

“So this process of taking on our ideas and giving their ideas to us is a much more difficult problem with the later immigrants than with the immigration of 1880. The consequence is that we need this Americanization movement far more to-day than it was needed twenty or thirty years ago.

“There is a distinct advantage not only in ourselves recognizing the differences between us and these newcomers but in letting them know them. I have said that most of them are coming from economic motives. They want to get on in the world. But because they do not know our language and our ways of doing things they must suffer the penalty in the form of lower wages. Under the investigations of the Immigration Commission it was found that the average annual earnings of the native-born white for one year is \$666, while the average earnings of the foreign born is \$455; that is to say, the American native born was receiving rather more than 46 per cent more wages than the foreign born. .

“Again, the difference between the weekly earnings of those who come from the south and east of Europe and of those who come at the present time from the north and west of Europe is extremely suggestive as an argument why they should learn English and get so accustomed to our way of doing things that they may increase their incomes; for ex-

ample, at that period the Welsh were receiving an average of \$22.02 a week, the Scotch \$15.24, the English \$14.13, and the Norwegians \$15.28, while the South Italians were getting \$9.61, the Greeks \$8.41, the Russian Hebrews \$12.71, and the Turks \$7.65.

"The knowledge of these facts is going to give our South European immigrants a great stimulus towards learning the English language and the American industrial ways. We should take advantage of their need and strengthen this motive.

"Let us look at the nature of the problem itself; can we analyze it in some such way as this? We wish to infuse into these new people who are coming here the principles of democracy as our more thoughtful people, our people of the highest character and power, understand them.

"Politically, we believe that democracy in America is a representative government, following the will of the majority, relying upon orderly persuasion for the promotion of political beliefs, and positively opposed to any revolutionary movement.

"Socially, American democracy is a thing of the heart and the spirit. If we have the real spirit of democracy, we shall have a sympathy for our new brothers and sisters, and for their aspirations, that will lead us to understand them and help them. There should be an aristocracy not of birth nor wealth nor of learning for learning's sake, but an aristocracy of individual worth, which means worth of character, worth of intellect, worth of industry.

"A democracy is also industrial. We must recognize that our present industrial system is the only one that is suited to a democracy so long as we have our present human nature. Any form of socialism is utterly impossible unless our whole human nature is very materially changed. Under our present industrial system all classes — employers and employees — can have and should have the common aim of promoting in an orderly way an organization which shall develop in each one, from manager to section hand, intelligence, independence in judgment, and the feeling of responsibility, for responsibility develops character and manhood.

"Now, how are we going to solve this problem of education? First, we are going to teach them English. Nine-tenths

of our quarrels, clear up to our international wars, come from misunderstandings, and the greatest single barrier against understanding is our differences of language. Second, I believe we should teach them personal and community hygiene; and in the third place, American history.

"I think it would be wise to emphasize to our immigrants that very many of our ablest, most useful citizens have been immigrants, — Alexander Hamilton, Franklin K. Lane, Nathan and Oscar Strauss, Walter Damrosch, and a large number of our musicians and artists.

"I feel very confident of the principles I have been discussing because the greatest psychologists of the world's history — Confucius, Buddha, and Jesus Christ — have been for centuries teaching the same thing. I should say there are two fundamental principles in the Christian religion, and only two. The first is the human worth of the individual and each individual's responsibility for his actions; and the second is devotion to the welfare of others. 'Do unto others as you would have them do unto you.' That is what I am trying to teach here to-night, and that is to my mind the spirit of American democracy."

#### **FRIDAY MORNING SESSION, SEPTEMBER 17, 1920.**

Harvey S. Gruver, Superintendent of Schools, Worcester, presiding.

MR. GRUVER: "There was never a time when the educational forces were so greatly in need of leadership as at the present time. With so many new problems confronting us it is absolutely necessary that we should have leadership with vision, — men of courage, conviction, and administrative ability. I am not qualified to speak of the qualities of leadership supplied by the industries of Massachusetts, but I am assured that it is of this type. It is a great privilege for us that the industries are willing to join in conference with us.

"As for education we know something about our leadership. Massachusetts has been extremely fortunate, during these years, in the type of leadership provided by the State. The citizens of Massachusetts have confidence in our leader. I have the honor and pleasure of introducing Dr. Payson Smith, who will discuss the subject, 'Co-operation from the Public Schools.'"

## CO-OPERATION FROM THE PUBLIC SCHOOLS.

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ADDRESS BY DR. PAYSON SMITH, COMMISSIONER OF EDUCATION FOR  
MASSACHUSETTS.

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Mr. Chairman and Members of the Conference, it seems to me the particular topic of this conference is directly connected with a larger topic to which the people of Massachusetts may very well give heed at the present time. We need to understand, and to remind the people of Massachusetts, how close a relationship there is between education and industrial prosperity. We need constantly to remind the people of Massachusetts that the prosperity of the State, the prosperity of the industries of the State, depend in a very large measure upon the quality of the educational program — upon the vigor there is in the educational program.

I do not need to remind you that as a matter of fact this State of ours is not a rich State with reference to its natural resources; indeed, as compared with other States, it is rather poor in its natural resources. But for many years the people of this State have believed that they could offer an offset to our lack with reference to natural resources if we should prosecute a vigorous program of education.

We find this spirit that has actuated Massachusetts has actuated other States, and we find it is getting to be recognized throughout the country, that as a matter of fact there is a very close dependence of prosperity upon education. We find, as some figures are being presented to us, that a question is being raised as to whether or not Massachusetts is keeping her leadership in education.

We believe that we need at this time to remind the people of Massachusetts that all of our industries and our social and political institutions absolutely make necessary the maintenance of a vigorous progressive educational policy on the part of the State and the municipalities within the State.

The particular problem which we are considering to-day is related to this very directly, because our educational program



has, of course, to do with the development of human material; and here in Massachusetts our human material is, as we have so often been told, made up very largely of persons drawn from other countries; therefore, as a part of our educational problem, we have the problem of assimilation. This is imperative for the well-being not only of our political and social state, but for the well-being of our industrial undertaking. The present situation, it seems to me, shows rather clearly how in the last analysis almost every problem we have is coming in these days to organized education for its solution.

Take this matter of assimilation in years that have gone. In the earlier days, even though there was then as now a lack of policy on the part of the Federal government with reference to immigrants, the problem rather settled itself. We were a State and country of small industries and of small communities; therefore, as immigrants came to us they found their way into the small communities and small industries, where the situation within the industries themselves made it rather easy and inevitable that the process of Americanization, as we call it, should go forward normally and without any particular pressure on the part of any organized institution like the schools, or, indeed, any particular pressure from industry itself.

But this is changed. For the past twenty or thirty years there has been a need for the sort of thing we are now undertaking. And if the sort of thing we are now undertaking had been undertaken twenty or thirty years ago, if there had been a definite conscious program on the part of the State and on the part of industry for the proper assimilation of those who had come to live and work with us, then I apprehend that we should not find so great a problem confronting us at this moment.

To-day in our State we find this problem of assimilation in most acute form. A much larger proportion of immigrants and the children of immigrants live in this State. The races as they come to us now have a tendency to go together into certain industries; they have a tendency to live together in certain communities; and there is a tendency even in some of our smaller towns for the various races to form neighborhoods or colonies by themselves, to preserve their national

customs and language, and to a very large extent build a wall or barrier between themselves and our civilization. We cannot wait, therefore, at this time, for these natural processes that did work effectively earlier. There must be a conscious and vigorous program on the part of industry and on the part of the public for the solution of this problem.

It was said about a year ago, I think, that we should move rather cautiously in this matter, and be rather deliberate, because as a matter of fact immigration had slowed up and immigration probably would slow up after the war. We thought we should have a little while for adjustment and an opportunity for dealing with this particular problem. But what are the facts? Is it true that we are going to be allowed a little time in which we can gather ourselves together and deal with the problem as it existed during the war? The figures speak for themselves. Prior to the war the high-water mark of immigration was 1,200,000 a year. During the war this figure dropped to about 140,000. For the period ending June 1 last we are informed by the immigration authorities that immigration increased in this country to the rate of about 800,000 a year, and at the present time it is going forward at even a more rapid rate than that. It is perfectly apparent that we are to have not only the problem of those already with us, but the problem of the proper assimilation of very great numbers coming to us now and that are to come to us in the years just ahead.

Therefore, we have this conference; we have the program that is being laid out by the State; we have the programs that are being laid out by the various industries; and we have the law upon which we may proceed. It is my purpose to outline very briefly, indeed, the conditions of that law.

Under the law as it has recently been enacted by our State we find that the historic policy of Massachusetts with reference to education has been followed. In the first place, this law is not an obligatory law. This law does not require any community to establish classes for the education of the adult immigrant. It leaves the question entirely for local communities to determine whether or not they will initiate classes to deal with this problem. In the second place, it follows the historic

method of Massachusetts in that recognizing the problem the State comes to the community, undertaking to bear the expense of classes for the adult immigrant to the extent of 50 cents on every dollar expended. In the third place, it leaves this program to local responsibility to initiate and carry forward. We are apparently still of the opinion in Massachusetts that in the beginning, at least, we can safely rely on local initiative. I believe this to be one of the very important principles that needs, on the part of State and local departments of education, to be set before the public. We need to make it perfectly clear that if this problem is to be solved upon the basis of the present law, local initiative must be exercised and local responsibility carried.

The next few years are to show whether or not we are going to have dark places in Massachusetts, with the problems that grow out of the lack of educational opportunities for the immigrants.

I hope that the magnitude of the problem is going to be so widely felt, and the responsibility so keenly brought before local boards of education and boards that have to do with the local public that make appropriations, that this responsibility will be clearly placed before the people, and that there will be no negligence of this responsibility of the locality.

I take it that one of the greatest responsibilities that rests upon those who administer the public schools is to bring before the people of the localities their responsibility with reference to the adequate financing of this program.

The question has often been raised as to whether or not the reimbursements that are made under the State law may be made to factories or industries that are perhaps a little keener to see the problem, are more willing to attack it, even, than the communities. Under our Constitution, as now written, and our law there is only one way in which these classes can be financed, and that is from public funds; and those public funds must be administered under the safe supervision, direction, and control of public school authorities. Whenever these classes are organized on the basis of public co-operation, the control of the classes, the expenditure of the funds, and so forth, must be in the charge of the local school authorities.

The emphasis with which I am putting it before you will not indicate to you that there is any lack of sympathy or understanding of the necessity of a close co-operation of the industry and the school authority in making the program effective.

I agree most heartily, and I know that you who are having most experience in this matter are agreeing with the statement made last night, that this work is going to be most effectively done when done close to the industry. It is just as true in the education of the adult as it is in the education of the child that the most effective educational process is that which deals with the individual with reference to those things with which he has most immediate contact. The most immediate contact of the immigrant being with the industry, there is, therefore, the most direct pathway in which to apply at the outset this educational process.

In my opinion the most important thing for us to attack in this problem is this one matter of teaching the non-English speaking immigrant the English language. That is fundamental. I believe that out of that, on top of that, and beyond that we are going to do a great deal of teaching of American history and of the functions of citizenship, but our first and primary object is to get that result of a 100 per cent citizenship speaking the English language. That is the one thing, I believe, for which we ought consciously to aim.

For my part, I am not particularly interested to have any part of our educational system aim directly to teach the immigrant the things that have been thought. I am interested that we should teach the immigrant how to think, and give him the tools by which he can carry forward and prosecute his own education. It is fundamental that the English language must be made the possession of these people.

During this year and last the State of Massachusetts has undertaken, it seems to me, two most important educational projects. One of these is the project of the continuation school, dealing with the extension of educational opportunity for youth between fourteen and sixteen. The other is this great project which undertakes to deal with certain phases of education for adults, — people who cannot use the English language. Bear in mind that these two things carry this significant mes-

sage: they have to do with the extension of educational opportunity in order that greater justice may be done to a larger number of individuals, and for the extension of educational opportunities, with the fundamental purpose that the welfare of our State, which, of course, is the welfare of its citizenship, shall be served and protected and forwarded.

## CO-OPERATION FROM INDUSTRY.

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ADDRESS WRITTEN BY CHARLES A. ANDREWS, PRESIDENT OF THE ASSOCIATED INDUSTRIES OF MASSACHUSETTS. READ BY HERBERT O. STETSON.

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It is one of the boasts of society in this country that education is a public matter. We have a right to be very proud of the system of education under public authority which has existed in this country ever since its settlement. If any one were to propose that we do away with the conduct of our public schools by public authority, and the payment of their expenses out of the public treasury, he would find few to agree with him. No institution which we have is more firmly established than is our public school system. There is nothing else like it in the world.

Heretofore the public school system and the whole educational program have been devoted almost entirely to the children, and until quite recently we have seemed to be unconscious of the fact that there is among us an adult element of our people who need, no less than do the children, education in at least the primary branches.

Now we are waking up to the fact that there are many illiterate adults among us; that a large proportion of them are hungry for educational assistance; that they respond gladly when opportunities are afforded; and that by giving them instruction in our own language and in the fundamentals of some of our institutions we can not only increase the contentment of the individual, but we can at the same time vastly improve the character of our whole citizenship.

Here is a job to be done. An excellent beginning has already

been made in various parts of the country. Massachusetts is among the leaders, and is to be congratulated that the start has been made. The program undertaken is essentially a program of education. That being the fact, we are merely running true to form when we insist that the program shall be formed and managed by those who are selected to carry out our educational activities.

The public school system must be the instrument for bringing educational opportunities to all of our people, whether they are children attending the school or are working adults snatching a little time here and there to secure for themselves that of which they were deprived in childhood.

As our program for the education of children has developed, we have found that assistance on the part of the home is necessary, but we have never turned over to the home the administration or execution of the educational program. Now as we take up the question of the education of the adult factory worker we may well conclude that we need the assistance of the factory, but we must never conclude that we shall turn over to the factory the administration and execution of such educational program as is devised for the adult. Public authority must devise and execute the program. The place of industry in the scheme is to give its assistance to the public educational officers in carrying out the program.

If the educational program for adults were to be devised or carried out by industrial managers it would not be long before the program, however wisely it was conceived, would fall under suspicion. It would be the performance of a public task by a private agency. The pupils themselves sooner or later would be likely to conclude that the program was devised not for the benefit of citizenship in general, but for the private advantage of the industry. When such conclusion was reached, the usefulness of the plan would shortly be reduced to nothing.

Let it be understood that the organization which the Associated Industries has already created for the education of the adult immigrant is an organization of co-operation, and that this association desires most of all to co-operate with public school authority. We gladly accept their leadership; we gladly place ourselves in a position subordinate to public

authority, and yet are anxious to contribute in every case all that we are asked to contribute, and I hope more.

How shall we co-operate? In the first place, I think the correct answer to that question is to say, "As we are requested by public school authority." But one or two specifications may not be out of order. The industrial manager can make available a room in his factory for the conducting of classes by public school authority; in all cases when so requested he ought so to do, and if possible without expense to the school department. Again, the industrial manager ought to make it easy for school authorities to confer with his employees, and he ought in every case where possible to delegate one of his own executives to co-operate with school authorities in arousing the interest of the employees, and in securing their agreement to attend classes.

Still again, the industrial manager ought to assist school authorities in the determination of the words most commonly used in his business with which his immigrant employees should be acquainted. Still again and more broadly, the industrial manager himself or one of his trusted executives should determine with the school department as to the sufficiency or the insufficiency of the courses of instruction which they are giving to his employees; but in all this the industrial manager ought to be sure that the employee understands that the program offered to him is the program of governmental authority, and not the program of the factory manager.

The staff members of the Associated Industries have undertaken to emphasize all of these things to the several hundred industrial managers with whom they have conferred about this work. We have gone further, — we have prepared certain courses of instruction, or primers, which, under the guidance of school authorities, are being used in various trades. Perhaps the greatest contribution of the Associated Industries has been that we have actually persuaded some 150 industrial managers that they ought to co-operate and lend their assistance in the matter of immigrant education.

Please continue to count on the Associated Industries thus to co-operate and to follow the leadership of the educational authorities of the Commonwealth.

## PROGRESS IN IMMIGRANT EDUCATION IN MASSACHUSETTS INDUSTRIES DURING THE PAST YEAR.

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GEORGE F. QUIMBY, INDUSTRIAL SERVICE SECRETARY, ASSOCIATED INDUSTRIES OF MASSACHUSETTS.

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The rather prosaic task of recounting a few facts — known to most of you already — has been assigned to me by the program committee. Massachusetts has long held a place of leadership in educational matters. She is grasping an old opportunity in a new way to-day. While it was once considered sufficient to create educational facilities in regularly appointed places, to which citizens might go for instruction, that is not now enough. It is now necessary to carry instruction to our residents wherever and whenever they can be gathered together. A school now comprises a group of pupils instructed by a teacher anywhere at any time, and has nothing necessarily to do with a particular red brick building commonly known as a public school. In this State Conference on Immigrant Education, held at Plymouth in the year 1920, we are considering the best and most effective means of carrying instruction in English and citizenship to non-English speaking workers employed in the industries of Massachusetts. Let us consider for a few minutes what has already been done and how it has been accomplished. We must first admit that only a small beginning has been made.

The first plant classes in English and citizenship which I ever personally saw were conducted in the plant of the Boston Woven Hose and Rubber Company at Cambridge, by a group of Harvard students, under the leadership of the immigration secretary of the Cambridge Y. M. C. A. This was back in 1911 or 1912, and the classes were conducted during the noon hour. During the next two or three years I saw similar experiments conducted in other cities under the direction of secretaries of the Y. M. C. A. At that time there was no apparent thought that classes of this sort for adults came within the responsibility of public school authorities.



Our managers of industry well remember that during the war, when the facts of our population make-up became more generally understood, they were bombarded by eager enthusiasts who sent urgent requests to all Massachusetts industries employing non-English speaking employees that classes for English instruction be organized and conducted within industrial establishments. The urging was all right, but the enthusiasts who did the urging apparently took small account of the inadequate facilities and equipment as well as the unprepared point of view of the school authorities, under whose direction work of this sort should be conducted. A start was made, however, through the help of private agencies, in a number of concerns, and in others attempts were made to run schools by the plant management itself. One experiment was conducted in an industry in Lowell under the personal supervision of the then newly appointed State Supervisor of Americanization, Mr. Charles F. Towne. This experiment served as a good example of what might be done through proper supervision of a school official and a close follow-up on the part of industrial executives. Mr. Towne worked untiringly to carry the message to all communities of the State.

#### *Nantasket Conference.*

A little later, in 1919, following the Washington Americanization Conference, a conference of representatives of the educational forces within industry was held at Nantasket for the consideration of the whole question of immigrant education in industry. This was the first time that such a conference had been held, and a large number of Massachusetts industries were represented in it. There can be no doubt that this Nantasket conference gave real impetus to the movement in this State, as well as elsewhere. The Nantasket conference formulated a statement of principles as a guide in the development of this kind of work. The first principle adopted was this: "That instruction in English for non-English speaking people in industry should be carried on in co-operation with the public educational forces, provided those forces are prepared and will assume the responsibility."

*Chapter 295, General Acts of 1919.*

About the same time there came into effect a law on the statute books of Massachusetts known as chapter 295 of the General Acts of 1919, through the efforts of the State Bureau of Immigration and Mr. Towne, the Supervisor of Americanization for the Board of Education. As we all know chapter 295 provides that the State shall reimburse cities and towns, dollar for dollar, for the money which they spend for the establishment and maintenance of classes for non-English speaking adults, wherever such classes are conducted under the direction of public educational authorities. The State chose to administer this act a real educational leader in the person of John J. Mahoney, who was then principal of the Lowell Normal School. During this past year Mr. Mahoney and an able corps of assistants have helped to develop the work of immigrant education in the 64 cities and towns which have accepted the provisions of chapter 295. The fact that chapter 295 specifically provides that classes may be organized in industrial establishments helped to prepare the way for action in this direction by the public educational authorities. During the period from 1917 on to the present day the Associated Industries of Massachusetts, which is the State Manufacturers' Association, has officially done everything possible within its sphere of influence to help in the practical and effective promotion of this movement. The officials of the Associated Industries have long recognized that industries employing alien workers have a very definite responsibility because they are one community force which has a natural and constant contact with prospective citizens. This brief sketch brings us up to a consideration of the facts concerning the actual accomplishment during the past year.

*Facts and Figures.*

English and citizenship classes were organized during 1919 and 1920 in 99 industries, located in 42 different cities and towns. Sixty-one of these industries conducted their schools under the provisions of chapter 295 in co-operation with the local and State educational authorities. One other industry is

close enough to the chapter 295 arrangement to be considered under this classification. This is the General Electric Company in Lynn, which had public school teachers and supervision, but pays the teachers itself rather than call upon the public treasury. Twenty-three of the 99 industries conducted the classes on their own responsibility, and even a majority of these 23 industries employed public school teachers. English classes were conducted in 15 of the 99 plants under the direction of the immigration department of the Y. M. C. A. In 45 industries (32 under chapter 295 and 13 running their own work) the classes were a new departure, this being the first year anything of the sort had been conducted in them. Industrial classes were operated in 25 cities according to the plan of chapter 295. Eighteen cities (3 of which also had chapter 295 arrangement) tried the experiment as an industrial proposition only, and 4 (2 of which had the other plans in operation) had Y. M. C. A. plant English classes.

Three hundred and four different plant classes in English and citizenship were conducted (177 plus 14 at General Electric equals 191 classes as under chapter 295, 83 in factories running their own work, and 30 under the Y. M. C. A.) and 4,267 pupils were enrolled (2,122 plus 220 at General Electric equals 2,342 enrolled under the provisions of chapter 295, 1,475 in factories running their own work, and 450 (estimated) in Y. M. C. A. classes). From statistics provided by 49 of the 99 industries which gave us figures, stating both the class enrollment and the number employed in the concerns who could be classed as speaking little or no English, we learn that of a possible 10,753 employees needing English instruction, 3,091 were enrolled in classes. These figures would indicate that in these 49 industries a little less than one-third of the employees *evidently* in need of the instruction were reached. I doubt whether this same proportion would carry through the entire 99 industries, but it serves to give us some indication of the extent to which the obvious problem is being met in these industries. A conservative estimate would place the number of adults in need of English instruction in this State at more than 100,000. It is safe to say that a large proportion of this number is employed in industrial concerns, and, if they are to

be reached at all, may most effectively be reached through industrial English and citizenship schools.

In order to get at the opinion of industrial executives in the concerns where classes were conducted during the past year, a study has been made covering the whole subject. The material for this study was first collected for use this last May in the National Americanization Conference at Minneapolis. The original material has been largely supplemented by additional facts gathered since May. This information surely gives suggestions of value not only as a record of accomplishment, but also as a possible guide for further development this coming year. I wish it might be possible to present at the same time the opinions of public school supervisors, who have been in charge of the industrial phase of immigrant education, on the same questions which were asked of industrial executives. Perhaps such a study may be possible next year. I feel quite sure that it would be of great value.

I have already said that 62 industries had worked under the provisions of chapter 295. We asked these concerns to tell us frankly concerning their experience under this arrangement, and I am happy to state that by far the largest number of these concerns were very well satisfied with the results. We asked for a frank statement of weaknesses in the plan, and suggestions for overcoming the weaknesses which had been discovered or experienced. Most of the replies stated emphatically that there were *no* weaknesses. This showed that in these concerns, anyway, a very happy relationship exists. I think, however, that the weaknesses suggested might well be mentioned here. A few replies stated that inferior teachers were supplied for the work, and there was a feeling that where this was true it was largely due to the fact that the public schools paid too small salaries. In one instance an industry found that teachers had been insufficiently trained for adapting themselves to work with adults. Another concern felt that it was unfortunate to be dependent upon teachers sent by the public schools, whether they were satisfactory or not. We can, all of us, immediately think of an answer for that situation and for the others. The proper set-up of supervision and co-operation between the schools and the industry could eliminate

such a cause for weakness very readily. We must, usually on both sides of this work, readily admit that mistakes and failures have been made. Teachers may have been assigned to the work who were ill prepared in the first place, and who were later given little or no *training on the job* (which would come with adequate supervision). On the other hand, in very few places, I venture to say, has the industrial set-up given sufficient backing to the school officials through interest and follow-up of the work. One industry felt that there was a lack of co-ordination between the State and the local board of education. Usually a thorough co-ordination between these two agencies of education can produce real results, and any lack of such co-ordination can cause difficulties.

The industrial set-up in the large majority of concerns is conducted under the so-called service, or industrial relations, or employment, or labor department. A few industries which have not a fully developed service department conduct such activities under their planning or production department. In smaller industries the work is quite likely a matter of the personal interest of the manager or superintendent of the concern. The thing worth noting here is that in nine-tenths of the industries where classes were conducted some person or group of persons has been given personal charge of the job. Such a person is coming to be more and more frequently called the plant director of Americanization. He may give full time to it, as is the case in some large industries, or only part time, as a member or chairman of a committee on Americanization. The third Nantasket resolution urged that industries undertaking Americanization work should formulate a definite policy, and that the work could best be done when a responsible person was charged with its direction. This principle is certainly being recognized in Massachusetts industries. This recognition, that some one must be charged with the responsibility, seems to indicate that the concerns are looking upon the movement not as a passing fad, but as a regular part of the program of employee activities within industry.

*Recruiting.*

Thirty-seven industries told us concerning their experience in recruiting, and 23 of them claimed that the most effective way to recruit pupils was through the personal, direct appeal of the plant director and the foremen. Fourteen industries used posters and bulletins, both in English and foreign languages, to announce the time and place of class sessions. Ten of these 37 industries found the plant organ or factory paper of value. Mass meetings, pay envelope notices, the use of nationality committees, and the distribution of notices or circulars were also mentioned as of use in recruiting classes.

*How to maintain Regular Attendance.*

Forty-eight industries showed by their answers to the questionnaires that their job did not stop after they had secured pupils for the classes and turned them over to the teachers. There was then the task of helping to maintain regular attendance. The majority of these industries have a system by which the plant director personally follows up absentees on the day following their absence from class. Others delegate the work through the Americanization committee or interested foremen in the plant. Real value is found in this personal follow-up. It oftentimes gives an important check on some weakness in the conduct of the class, and points the way to an improvement in the situation. Such a follow-up helps to establish a friendly relationship between the plant executive and the pupil. It often gives an opportunity to render helpful service to an employee where there may be sickness in the family. Concerns where classes show a high percentage of attendance invariably have an effective follow-up system. One executive writes that the teacher in his concern has made the class work so attractive that the pupils often attend class when they themselves think that they are too ill to be at their regular work. This particular teacher has even had difficulty in convincing the pupils that they were even too ill to stay at class. There is no doubt that the ideal situation calls for the class work itself to prove the greatest inducement for class attendance, creating in the minds of the pupils a feeling that

they cannot afford to miss a class session. One or two industries not only follow up absentees, but they have a system of *reminders before class* for the pupils.

### *Time of Class Sessions.*

Three methods of handling the question of time for class sessions prevail. In 74 industries (42 plus 1 under chapter 295 plus 16 factory control plus 15 Y. M. C. A.) classes are held on employees' time, the most popular time for such classes being either just before or immediately after work, or at the noon period. About two-thirds of the classes meet at these hours. In 10 plants there is an arrangement by which classes come half on the employer's time and half on the time of the employees (8 under chapter 295 plus 2 factory control). In 15 industries (11 under chapter 295 plus 4 factory control) the classes are held on employer's time during working hours.

In a large majority of the concerns reporting, there are two sessions per week for each class. The length of class sessions runs from one-half hour to two hours, depending upon local factory conditions, — about 60 per cent a two-hour session, and 15 per cent varying between these times down to one-half hour sessions.

### *Graduation Exercises.*

Newspaper accounts of school and college graduations this last spring had to give space to a new type of graduation exercise. In a large number of places, these industrial English and citizenship classes held regular graduation exercises. These exercises took the form of complimentary dinners given by the employer to the students who had had interest enough to follow the work clear through the season. At these recognition parties the pupils and teachers sat down with the foremen and managers in an evening of mutual enjoyment at the results of the work of the school year. In more than one instance it has been called to my attention that these graduation exercises convinced doubting executives that the whole school project was very much worth while. The success of these closing exercises for English classes has led to the suggestion that a similar dinner party be inaugurated as a good starting point

for the year's work. Beginning with good fellowship and mutual acquaintance, and ending the same way, is likely to help create that same spirit for the entire year's work.

### *Attitude of Foremen toward Americanization Activities.*

We asked the industries to tell us frankly what attitude had been shown by their foremen toward these plant school activities. Sixty-two concerns gave us an answer to our question. The reports show that in some industries the foremen are still neutral, and in a few others they are only fairly responsive to these efforts to help the non-English speaking employees start toward American citizenship. But I am happy to be able to say that in 42 out of the 62 plants which gave us information the foremen were said to be actively interested and very helpful. This was especially true of the foremen from whose departments a large number of pupils had been recruited. I am also glad to be able to say that in no industry which reported were the foremen said to be *hostile* to the work. Following through the reports, it seems very evident that the best work was done in those industries in which the foremen were serving on committees and assuming definite responsibilities for recruiting and maintaining attendance. Plant directors are apparently recognizing that the foremen hold the key to success in so far as responsibility lies with the industrial set-up. The foremen are closer to these workers than any one else can possibly be throughout the day. In fact, foremen are usually with their immediate employees more hours in a year than these employees are with their own families. If, then, these foremen who have such a strategic place of influence are won to a full and hearty interest in the project, success is quite sure to follow.

### *The Most Promising Results.*

For quite a long time, the promoters of immigrant education have said that English classes were only a stepping-stone to American citizenship. This is borne out very happily in the replies from the industries which conducted classes this past year. We requested statements concerning the most satisfactory results observed from class work. A majority of industrial executives stated that the *most* promising result of



English class work was the expressed and urgent desire on the part of the pupils to become American citizens. A number said that this desire seemed to be genuine and born of a realization of what American citizenship means, and did not appear to be based on the thought of pecuniary or other material advantage. So it is a natural development in the work of most schools that students are, on their own request, given *assistance* in the processes of securing their naturalization papers.

What other results were noted? Several industries found that English class pupils came to understand their work directions better and to take a keener interest in factory activities. Still others mentioned the fact that as a result a better understanding had developed between English speaking and non-English speaking employees, and that there was much less suspicion evident on the part of the non-English speaking employees. There is "a tendency to eradicate the 'foreigner' attitude on the part of the other workers and the community generally." The idea of safety, the spirit of loyalty and punctuality follow naturally with the development of this work. One executive writes as follows: "Our work along the lines mentioned has only begun, but the interest shown and the desire to learn are so apparent that we feel encouraged and are expecting a much more successful showing next year." It is clearly evident, from the observations of these industrial executives, that most of the teachers are not merely giving instruction in reading, writing, and arithmetic. They are giving of themselves, and inspiring a love for America by their friendly helpfulness and appreciation of their pupils. Thirty-five industries found that the English and citizenship classes tended to create a better feeling of understanding and loyalty on the part of the pupils toward the community, and 39 industries found that the English and citizenship classes tended to create a better feeling of understanding between these employee pupils and the management of the concern. In only 4 industries was no difference observed in the attitude growing out of the experience of the pupils in the English classes. English classes were found to have very materially helped in inducing non-English speaking employees to take an active part in such plant activities as safety, athletics, medical

department, housing opportunities, gardens, plant paper and the like. So pleasing have been the results in many industries that plans are already under way for enlarging the number of classes and improving all of the facilities and machinery for the conduct of the work this coming year. Several industries made the definite assertion that they are going to do everything within their power to create a better basis of co-operation with the public school authorities in their respective communities. The attitude in many industries can be expressed in the words of one executive who writes: "We are at present formulating plans for an active campaign among our employees, looking forward to next year, and, measured by the good will shown by those in attendance at the class during these few short months, we expect that during the next year we will have occasion to be justly proud." Five industries announce that they plan to develop additional factory lesson material. Some intend to add naturalization classes for the more advanced students. Only one industry stated that, while interested in the work and believing in the movement, the experience the past year led them to the belief that the work should be done "outside the mill, after hours, and under the control of the regular school authorities." It seems that in this concern the classes were largely recruited from one department, and the attempt to hold the classes on company time interfered too seriously with the operation of the work, causing its discontinuance. Another concern felt that during the time of labor shortage the classes interfered too much with overtime work, so that it might not be possible to reopen the school this fall unless a larger supply of labor was available. Aside from *these two* concerns which I have just noted, there was *no* indication of discontinuance of the work in all the reports received. One concern plans to change from foremen teachers to public school teachers. Two concerns expect to add moving-picture machines as an aid in maintaining interest in class work. One concern writes with apparent worry, stating that the public school must supply better teachers. Another concern writes that it has sought the co-operation of the public school authorities without success. I mention these last *two* because they are so exceptional in the list of 56 replies concerning new plans.

*The Plant Activities which have helped develop Friendly Relations between Native and Foreign Born Employees.*

We thought it would be of interest to see just where English classes stood in the estimation of industrial executives along with other plant activities in developing friendly relations between native and foreign born employees. Out of 47 answers I find that English classes are tied for first place with social club activities in the number of times mentioned. As a close second to these two activities comes recreation in the form of athletics. House organs, gardens, and mutual benefit associations follow in order. The plant paper is undoubtedly taking a growing place of importance in developing employee activities. Factory editors find that foreign-speaking employees like to see their pictures in the paper, just as Americans of longer standing do. Older Americans have been given an opportunity to understand something of the life from which the newer Americans have come by sketches and expressions of experience contributed by these foreign-born workers. Frequently a facsimile reproduction of the writing of pupils develops an interest in their efforts on the part of other employees. The house organ usually has been of great service in the development of factory English and citizenship schools, and that Americanization committee is wise which makes the fullest possible use of this opportunity.

I have given the leading facts concerning the present status and the progress to date of immigrant education in Massachusetts industries, touching only the high places. I have also tried to draw information from the reports of several industrial executives as to the actual experiences and the most successful methods as viewed from their standpoint. I think that all of these findings show that there *has also been progress* of a sort which cannot be tabulated in figures. The progress in the point of view of all people concerned seems to me to be worthy of notice here. The fact that there is a growing number of local school officials who recognize their larger responsibility in the education of adults, and who are adjusting their school programs to meet these responsibilities, is certainly an indication of real progress. On the other hand, it is evident that there

are more and more industrial executives who recognize the all-round value of establishing co-operative relationships with the educational forces in their communities. This, too, is a hopeful sign. These indications point to possibilities for real teamwork in meeting the community problem of education which will inevitably lead to far-reaching results. I think we will all admit that the industries which have taken advantage of the opportunity to work with the public schools in blazing the way have made a real contribution to community life in Massachusetts. They have shown not only that it is possible to have public school classes conducted within industrial plants, but they have demonstrated that the movement is worthy of more widespread acceptance in other cities and industries. For some years different agencies and people have been interested in trying to bring instruction to the employees of our industries. Some have done it in one way, others in another. We have now reached the day, however, in which the responsibility for this part of the community educational program is being accepted by public school authorities. We ought, therefore, to be at the day when all groups and agencies interested in immigrants, and holding a position of influence due to natural contacts with them, should join hands from this point onward to blaze a united trail. By working alone no private agency can overcome difficulties and make very much progress. I think there can be little doubt that great progress can be made this coming year if all other agencies will back up the program of public school authorities to the limit of their respective opportunities. We ought to strive to have the opportunity to conduct English and citizenship classes given to public school authorities in a sufficiently large number of industries to make it possible to take care of employees educationally, even though they may change their places of employment. If the work can be somewhat standardized and be given uniformity, students ought to find it possible to go right on in classes in new places of employment without loss of time or school standing.

Let us hope that it is no longer going to be a favorite indoor pastime for citizens and taxpayers generally to sit in smug complacency criticizing the ineffectiveness of the public school

system, meanwhile forgetting that whatever system of public schools there is is *their* system and needs *their* support, morally as well as financially, if it is to meet the entire community need educationally. Let us hope, also, that public school authorities, smarting under such unjust criticism, will not continue to think of the business man and manufacturer as a hard-headed, practical machine, of restricted vision and little idealism. By working together we are certainly going to become sufficiently well acquainted to realize what has led each group to its separate point of view, and by building on the small number of experiences which we have had to date, the schools and industries of Massachusetts working together can develop a thoroughgoing and comprehensive program.

Let us realize, further, that in meeting the present problem and opportunity we shall be doing much more. We shall be preparing the way for adequately handling the situation of the future. Last week's "Literary Digest" says that there are now "Five thousand arrivals a day at Ellis Island, steamships are taxed to the limit of their capacity, and all available accommodations are booked for a year in advance." With this condition continuing, it will not be long before Massachusetts will welcome her hundred thousand and more new Pilgrims each year, as she did just prior to the World War. We must probably face, in the next decade, a situation not dissimilar to that which existed before the World War. If we have profited at all by our failures of the past we ought to be ready. Together it will be possible for us to accomplish the task.

As Governor Bradford wrote in his famous account of the enterprise of the little band of one hundred and two Pilgrims which was heading across the Atlantic toward this very harbor of Plymouth three hundred years ago to-day, "Out of small beginnings great things have been produced, and as one small candle may light a thousand, so the light here kindled will have shone to many." Some of us are earnestly hoping that out of the small beginnings already made in immigrant education in Massachusetts industries great things may be produced, and that the light here kindled in this Plymouth Conference in 1920 may shine to welcome many new Pilgrims,

pointing the way to the real America which we invite them to help us build.

Discussion.

Chairman GRUVER. "Those of us who are fortunate enough to live and work in communities where school committees have given enthusiastic support to this new program appreciate just what that means. It was not my pleasure to meet the next speaker until last night, but for months past I have heard of him as one of the live wires, and perhaps the livest wire, representing the school committees of Massachusetts."

Mr. Gruver then introduced Mr. Owen A. Hoban, Chairman of the School Committee, Gardner, Mass.

Mr. OWEN A. HOBAN. "Ladies and Gentlemen, the program for this conference was clearly built upon the assumption that everybody here, at least, was convinced that it was the duty of the State to give to the alien citizen within its gates the essential equipment to enable him to live a full, free, intelligent, and useful life as a citizen of the Commonwealth. I therefore need not prove to you the necessity for every citizen in this State being able to communicate with every other citizen in a common language; of the desirability of every citizen having a knowledge of the institutions which man has erected upon this continent for the government and development of society, to the end that he may be able to use them for the protection and security of his rights, and that the alien may entertain hopes and aspirations for himself and his offspring in harmony with the ideals and purposes for which this Republic was founded.

"I need not prove to you the necessity of those who are native to the culture and institutions of this country realizing that the alien is able to contribute very much to the enrichment of our culture, and that instead of being a liability he is a distinct asset to us. We are here to formulate a workable plan by which we may develop to the fullest possibility the point of contact which the educational system of the State can make with the alien in the industrial establishments of the Commonwealth. That plan will be presented to you after

or near the close of this conference. What we have got to do is to put that plan in operation.

"Now the best laid plan in the world amounts to nothing in education unless you back it up with an appropriation. Having determined in your own mind that you have an alien problem, and a duty to perform in relation to it, then determine to do your job with enthusiasm for its accomplishment.

"First of all, get your committee to adopt the provisions of chapter 295 of the General Acts of 1919, which may be done by vote of the committee. Once that has been done, then every dollar which your community appropriates comes back to you in part from the State, upon the sworn statement of your superintendent and chairman that a certain amount of money has been expended for this work during the preceding year. Then determine how much money you want and go to the town and get it. Do not say that they will not give it to you. Do not say that the school appropriation for the last ten years has been \$75,000 and you do not think they will push it up \$5,000 more. You tell that town that the most important function of government necessary to the protection of life and the security of property is the education of its people, and if any appropriation in that town is to be pared, it will be something else beside the school — and you will get your money.

"Why, friends, this work has got to be accomplished, and it is for us as chairmen of school committees to determine that we are going to open the door to Americanization and carry it forward with success. Let your successors develop it as they will.

"You will get a plan in this conference which will be workable. You will find you can get into every shop and factory in your community with your teaching force. You have got to have enthusiasm for it. Get religion for it, come under conviction for it, then go home and put the plan to work. You will get all the money you want from your town if you can present your plan in a businesslike way, and tell them you are going to put it into operation."

The conference was continued by R. C. Deming, director of Americanization of Connecticut, who stated that school boards

generally would respond to public sentiment if they knew what that sentiment was; and that it was the duty of all men interested in Americanization to go to the school board and ask for the desired appropriation. Mr. Deming had no doubt that the money would be forthcoming.

Dr. Jeremiah Jenks spoke of the pressing need of Americanization work just at this time when immigration is increasing and much anti-American propaganda is abroad in the land. "Immigrants are bound to come in the next three or four years in very large numbers," he said, "and there is a very anti-American program on hand now in this country, emanating from foreign sources."

Ignatius McNulty felt that not alone the foreign born, but many English-speaking American born, needed to be brought into harmony with American institutions. Children and industrial workers, he believed, were being taught principles contrary to our American ideals. "The problem of Americanization is not confined to the men and women who do not speak English," he said.

Feri Felix Weiss, having been a special agent for the Department of Justice, told of some personal experiences during the war, to bear out the testimony of the two previous speakers. "America is dancing over very thin ice," he said. "The immigrant is not only he who has arrived during the last twenty or thirty years, but the man who arrived any time during the last three hundred years." He spoke of internationalism as the foe we are facing to-day, and advocated a Federal educational system to combat it. He closed by saying, "You are here to-day laying anew the Plymouth Rock for real Americanism, and I am very glad to see this good cause pushed to the front."

C. G. Persons, Taunton, felt that one expression freely used in the discussion should be corrected. He held that looking upon any race as a "menace" was not the attitude of the work represented by this conference. "There are individuals or ideas and theories contrary to our ideals of liberty, which may be considered as a menace," he said, "but they are confined to no one race or class. I feel, as a school representative, that to speak of our newcomers as a menace is an incorrect statement."

This was followed by ten-minute papers by Americanization teachers.



## PAPER BY MISS MARGARET BUTLER.

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AMERICAN OPTICAL COMPANY, SOUTHBRIDGE.

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Experiments in Americanization at the American Optical Company were carried on under the supervision of the welfare and service department of which Mr. Royal Parkinson is director. The three lines of endeavor in Americanization were "united family," education, and recreation.

The production process is operated largely by foreign-born workers many of whom have become proficient in their line. During the war the foreign men were unable to communicate with their families, and were looking forward after the war to rejoining them in Europe. An exodus of a necessary part of the working organization was foreseen. These men were trained in the lens-making business, and could not be replaced immediately. The nationalities showing the least labor turnover have homes in the community. Following the advice of the United States Department of the Interior, a Flag Day committee was organized, and later converted into an Americanization committee. This committee is now called the American Optical School Board. The duties of this committee were to put into operation propaganda pertaining to life in America. Pictures of the town and groups of men at work were circulated, also picture letter paper, bringing to the families in Europe ideas about life in America and encouraging them to unite with their men in America. This propaganda sought not to recruit foreign labor but to hold it.

A canvass was made by the committee of their foreign-born associates to ascertain how many wished to learn English. The result was 380 applicants speaking some English and 164 who could speak none and who refused to enroll. The Massachusetts Department of University Extension was of inestimable value from this point on. The committee visited Worcester to attend Mr. Towne's lectures.

The school started with sixteen classes, according to State plans, under direction of public school authorities. The classes

opened in January, 1919, the class hours being from 5.15 to 6.15 two nights each week. The attendance was voluntary. Publicity was given the class work in the factory paper, by notices in rooms and corridors, also on bulletins. The expense of the course was about \$600, including teaching, textbooks, blackboards, and furniture, all paid by the company. The classes met in vacant rooms in the vicinity of the employment office. The classes started with eleven members per teacher, having but six at the close. While it was recognized that this number was too small, it did not seem wise to change groups in mid-term.

The teachers were public school teachers, all of whom had experience in teaching adult foreigners. There were fourteen teachers, two of whom were American Optical Company office employees with a previous teaching experience. The teachers were under the supervision of a director of immigrant education, appointed by the Board of Education, who had taken the teachers' training course given by Mr. Towne.

The subject-matter taught was mainly English, — industrial English, — the classes being divided into groups, namely, beginners, intermediate, and advanced; and some classes carried the work in English, Arithmetic, Civics, and History through the eighth grade. Choral singing and lectures with lantern slides were included. Vocational terms in the industry are too numerous to work into any standard course, there being 700 or more. The teachers familiarized themselves with the various factory operations and used terms of the group as much as possible.

The closing exercises were held in the banquet hall of the American Optical Company. The Americanization committee acted as ushers. The class members with their friends were taken through the offices of the main building and the exhibition rooms. The exercises consisted of speeches, some being original, by members of the class. Brief addresses were made by the superintendent of schools, the production manager, and the president of the company. Light refreshments were served. Certificates were given to the pupils from the State and the company.

Advantage was taken of the teachers' contact with the em-

ployees to secure an additional judgment of the characteristics and qualifications of each pupil. Each teacher at the end of the course submitted a statement of the standing of her pupils. These statements, prepared in duplicate, were attached to the permanent employment office record of the pupil, and a copy sent to the production manager, who distributed them, after noting, to the foremen. The purpose is to secure the assistance of the school in selecting workers for promotion, not only as a means of recognizing progress, but as a means of meeting the needs of the production manager. The preparation of the measure proved something of an index for measuring the teacher. Obviously, if a teacher cannot reasonably well analyze her individual pupils after twenty lessons, she cannot instruct them to the best advantage. On the other hand, teachers who have imagination to grasp the opportunity for service to their pupils through such a statement are quite certain to be good teachers.

An excellent feature of the course was the introduction of the public school teaching staff to the factory. It should benefit the youth of the community to have the teachers familiar with the industry in which most of them will make their careers. The problem is now to reach workers who speak no English.

The third device for holding foreign-born labor has been recreation. The Americanization committee discussed with associates the offer of the American Optical Company to equip and operate their national games and athletics on the field; but the men preferred to learn the great American game, baseball.

It has developed that these three lines of endeavor have created a preference for life in America, a desire to learn English, and a feeling of trust and confidence between the employees and the company. It has awakened the foreman, the one person in direct contact with the foreigner and the one who interprets America to him, and revealed his opportunity to be of great service in Americanization.

## PAPER OF MISS JENNIE E. SCOLLEY.

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ASSISTANT SUPERINTENDENT OF SCHOOLS, HOLYOKE.

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In the various movements of the day, whether civic or national, of a philanthropic or patriotic nature, Holyoke purposes not only to do what other cities do, but to rank among the leaders.

During the early part of the year 1919 much interest was aroused in our city concerning this great after-the-war movement called Americanization. Many associations and clubs carried on interesting discussions upon this subject from which valuable information was gained. The Chamber of Commerce called several meetings for the discussion of this problem. A large Chamber of Commerce Americanization committee was appointed. This committee might be called a propaganda committee. Through the publishing of many newspaper articles, the sending of instructive letters to manufacturers and Americanization forum meetings, our citizens receive the instruction needed to understand the true meaning of this new word Americanization. The assistance of this Chamber of Commerce Americanization committee assures us of the vital interest and support of our citizens.

This committee voted that all the work must be carried on under centralized authority, and that that authority was the Holyoke school board. The school board, ever ready to assume any task for the welfare of our city, accepted the work as part of its duties to the present and future citizens of our city. The assistant superintendent of schools was appointed director of Americanization.

Many conferences were held between the chairman of the Chamber of Commerce Americanization committee, the director of Americanization, and the manufacturers. The chief purpose of the English classes in the factory is not to give these people a finished education, but simply to provide them with a vocational and avocational vocabulary which they can use with

considerable freedom. It purposes to give them ability to understand the instruction sheets, posters, and safety signs around the shop and streets, and understanding and freedom in the use of common English as a protection from exploitation and as a means of happiness. The aim is also to give them power to understand our democratic ideals and aid in making these people a social asset to the community.

We pointed out that accidents can be prevented in a large degree by the learning of English by the workers. It is often stated that accidents may be reduced one-half by the teaching of English in the industries.

After these conferences we arranged for the opening of classes, and generally this plan was followed:—

Conferences were held with the superintendents and foremen to explain the aims and plans, and to solicit their co-operation. From a survey of the factory, the number of men and women illiterate in English was ascertained. We asked the management to detail some one to act as a plant leader in this work. The function of such a leader is to aid in recruiting classes, to stimulate interest, to do some follow-up work, to maintain friendly relations with the foreign born, and to create a bureau of information for these people. A large meeting is planned to which all these men and women are invited. Speakers address them in different languages, outlining the movement. A model lesson in English is given to show the method of procedure and that the vocabulary is one that can be of immediate use. Music and refreshments frequently close the evening's program.

The school department appointed a full-time teacher who had the desired qualifications and who was specially trained. The director arranged for teacher-training courses, three of which were carried on during the year. After completing a course each teacher observes the class work twice and teaches twice under direct supervision before receiving an appointment. We have no one teaching these classes who does not hold a certificate from the University Extension Bureau of the State Board of Education.

During the season 1919-20, we had 22 factory classes in the various factories, and 3 open classes in the school building,

consisting of men and women from various shops where classes had not been organized.

Some of the interesting affairs for both pupils and teachers were the different socials and the visits to the public library, city hall, armory, vocational school, city market, banks, etc. Consider a Sunday visit of a class with its teacher to the public library. They are met at the entrance by the librarian, who conducts them about, showing them the books, pictures, and other treasures. He explains the mission of the library and the plan operating there. Finally he takes them to his private room, where a bright fire is burning in the grate, and talks with them as intimately as possible. Do you not consider this a concrete example of the meaning of Americanization, — to show friendliness, good neighborliness, and brotherly love toward these new Americans?

A small circulating library consisting of about fifty suitable books, used by the members of the factory classes, afforded much pleasure. The attendance in general was good, the interest gratifying, and the achievements satisfactory. The spirit of co-operation and good fellowship displayed made the work a pleasure.

#### PAPER BY MORTIMER H. MELLEN.

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PLANT DIRECTOR OF AMERICANIZATION, GENERAL ELECTRIC COMPANY, WEST  
LYNN.

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Many industrial establishments have found that it is to their advantage and to the advantage of their employees to conduct classes within their works for teaching the language of our country to their foreign-born employees. The industries to-day employ a large number of foreign-speaking peoples, and many of them come to us illiterate in their own language. Many of them, if left to themselves, make little progress in learning our language, even after living among us for many years.

The public schools in many cities are doing what they can to gather these newcomers into the evening schools, but we have all observed that only the most ambitious will take advantage of the opportunity offered. The great mass of these

newcomers will be reached only through the industries. So it seems that the greatest opportunity for Americanizing these foreign-born workers is right in the factory where they work and earn their living.

The educating of these non-English speaking workers sufficiently to read and write, and further instruct them in civics, has been done, and is being done to-day, under the direction of several agencies or by the industries entirely independent of outside assistance, and with varying degrees of success.

These different ways of conducting the work were considered by the management of the General Electric Company at Lynn, and it finally arrived at the conclusion that the educational part of the Americanization work could best be carried on in co-operation with the public school department of the city.

In 1918 some Americanization work was done in the plant. Five or six classes for the study of English were organized and taught by volunteer teachers from the office and factory employees, who were given special training for the work. Much difficulty was experienced in keeping the teachers to the schedule laid out and equal to all emergencies that arise in the classrooms, and in teaching them to use properly every minute of the period. We were, however, fortunate in finding two young ladies employed in the office who had received normal school training and had taught in the public schools; their classes showed greater progress at the close of the season. These facts led us to conclude that the best results would be obtained by employing public school teachers specially trained for the work. So in 1919 it was decided to secure through the city supervisor a supply of such teachers.

Our experience of 1919 in conducting the classes under this arrangement proved much more gratifying than in 1918, and definite progress was noted. There seemed to be always plenty of action during class periods, and every part of the hour seemed to be utilized to advantage. It was rare that a teacher was absent from her class, but in such cases the city supervisor was always notified sufficiently early to provide a suitable substitute. It can clearly be seen that by such an arrangement the problem of an adequate supply of teachers was readily solved.

The selection of lesson material, and the division of the different phases of the work into periods, was arranged for in conference with the city supervisor and the plant director. The lesson material used was the series developed by the State, supplemented by Goldberger's textbook and other material pertaining to the factory; also lessons in civics and geography.

All classroom equipment and supplies are provided by the company. All applicants are graded by the city supervisor and put in suitable classes. Separate classes are conducted for women.

Americanization is more than teaching English. It leads to citizenship, which requires teaching of American history and government to newcomers.

We posted a notice last October that naturalization classes would be started for all who desired to fit themselves for the court examinations. A very encouraging response was made. One hundred and ninety-five men reported for class instruction aside from those already enrolled in classes for the study of English, and practically all completed the course and passed the examination which was given within the plant by the examiners from the Bureau of Naturalization. Many of these men have already been admitted to citizenship, and the remaining are in process and will soon be admitted.

At the completion of the course and after filing second papers, a diploma from the Bureau of Naturalization was presented to each student. The presentation of diplomas was made a patriotic affair. It was held in the Lynn Classical High School, and was carried on in conjunction with the citizenship classes, also completing at the city evening schools. The mayor of Lynn, members of the school board, the manager of the General Electric Company and several other public-spirited citizens of the city were present and addressed them. The occasion was made a very impressive affair.

No follow-up of attendance of naturalization classes was done, nor was it necessary, as practically all of the men showed a deep sense of appreciation of the opportunity and help given.

New classes are started from time to time as new employees are engaged. The employment department sends a record of all new employees who are unable to read or write English to the plant director.



Briefly, the Americanization and naturalization work of the General Electric Company at Lynn is carried on as follows: all publicity work is in charge of the plant director, also recruiting of classes, providing classrooms and necessary equipment, following up attendance, providing for all social affairs, giving whatever advice and assistance he can either in or outside the plant, and keeping proper records.

Summing up, the General Electric Company at Lynn expects of the public school department of the city, first, a general supervision of the educational work; second, a proper supply of well-trained teachers; third, the grading of pupils; and fourth, the awarding of certificates at the completion of the courses.

#### PAPER BY P. BYRON REID.

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SUPERVISOR OF AMERICANIZATION, TAUNTON.

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Mr. Chairman, Ladies and Gentlemen, in Taunton, concerning which I have been asked to speak, there have been very many failures in the factory classes, but it is not difficult to discover the cause for those failures. Many of the classes have teachers from the public schools. Teachers from the public schools, with no further training or experience, have not been able to handle this problem. They require a special training outside of that. Then, too, there was not a wealth of material, of printed matter, of lesson sheets, nor of books properly graded for the adults. And in many instances there was a lack of harmony between the different associations or organizations in the city promoting the work.

We did very little or nothing previous to two years ago. At that time the industrial committee of the Y. M. C. A. organized several classes which were taught by public school teachers. Those teachers gave their time, but they had little time for study or preparation, and the classes were unable to continue long enough to make much progress.

Last year, when this new 50-50 law went into effect, and the State reimbursed us for half our expenses, our school com-

mittee very gladly appropriated a sufficient amount of money to carry on this work, and appointed a part-time director. We started him with 8 factory classes. They grew to 15 classes for men and 1 for women. We totaled only a small number of pupils for those classes, — about 140. They were held at various times, whenever convenient in the industry, — some at 12.30, lasting to 1.30, and others from 3.30 to 4.30; some meeting at the noon hour entirely, and others from 4 to 5, or from 5 to 6. Naturally it was difficult for us to find trained teachers to put in at these odd hours. Nevertheless, we continued with a degree of success.

In addition to these classes we also had a class in citizenship. This comprised 96 members, to whom we gave a course of 12 lessons. Thirteen of them have received their last papers and become full-fledged citizens. Of the remaining 83, 79 men expect to present themselves for citizenship papers a week from to-day.

Now, then, if there has been any success in Taunton it is due largely to three factors: One is the training of our teachers. Many of our Taunton teachers have attended Mr. Herlihy's course, and some attended the State Normal School at Hyanis this year. Second, the lesson sheets prepared for us by the State will meet an urgent need; also, good books prepared by teachers of experience are now available, so that no longer are we obliged to use with these adult foreigners the little yellow books of the primary grade. We are able to get books better adapted to their needs. And the third and by no means the least important factor is that of co-operation. In Taunton we have had splendid harmony between all associations interested in the work, — the women's clubs, churches, Y. M. C. A., Associated Industries, and the public, — no one clamoring for any credit, so far as I know, for what was done.

I do wish we could add in Taunton two more factors to make the work a greater success.

First, we need a follow-up system in the factories. The general story of many of these factory classes is that they start in with a good number and dwindle down to 6, or below. There may be some free man in the industry who will assist us in that work of following up, a man who can go to the

absentee and put his hand on his shoulder and say, "Manuel, you were not in class yesterday. I trust you will be next day." We need a man who can find out if the pupil has any grievance, and, if so, pass it along to the teacher, so that she may at least prevent any one else leaving for the same cause.

The second factor that will add, I believe, to the success of the class is a formal recognition of work accomplished by the pupils. I think it would be well if we could have definite courses laid out, say a certain number of lessons, perhaps thirty or forty, or whatever it might be; and at the end of that course we might have a perfectly simple card, rather than an elaborate diploma, showing that he had completed the course. Then he might start out on another course, receiving another card saying he had completed forty lessons more, and so on. I think that with these two factors which we hope to put into operation in Taunton we ought to have a more successful year this year than last.

#### PAPER BY A. G. WARREN.

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DISTRICT SUPERVISOR, AMERICANIZATION SCHOOL, AMERICAN STEEL AND WIRE COMPANY, WORCESTER.

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Mr. Chairman, Ladies and Gentlemen, inasmuch as the work of the American Steel and Wire Company for Americanization is on somewhat independent lines, differing considerably from the specific purposes of this conference, it is yet a question in my mind as to why I have been included in the program. But the only possible features of our work in which you might be interested may be very briefly told.

The educational activities of the American Steel and Wire Company have been quite considerable for a number of years, and, when the call came from the Federal government to take up this matter of Americanizing the alien employee, our company responded. You have no interest in the preliminaries of the organization of our work. All you may care to know about is what we are doing and about the extent of it. I speak only of the Worcester district, which includes four plants in the

city of Worcester and also a plant in New Haven. The total of the number of employees is approximately 6,800. The schools — speaking now of the school period finished last June — began the first of November. We began with some 46 classes and some 34 teachers, 37 available. Latterly the classes have dropped to 37, with 27 instructors. There were reasons for the shrinkage which were perhaps inevitable because of conditions in the industry and a few of the pupils losing interest, so that each month there was what seemed to be an inevitable shrinkage; however, there were 276 men who completed the course.

The instructors were taken from within our organization. There seems to be an advantage in that, but any one who thinks I am going to argue against the systems promoted here is mistaken. I will not. There seemed to be an advantage in obtaining our instructors, if possible, from within the organization, and we did so.

The classes were held on company time, the pupils being paid in full for their time. Whether they were on a day rate or on a piece-work rate, full pay was received. You may ask how could that be and have it match up with the piece work. As nearly as possible that was done, basing the payment for one week on the average hourly earnings of the previous week, so that there was not a uniform rate of payment. Each man in the class was paid as near as possible an amount equaling his regular pay on his work. The idea is to have our class as early as possible in the working day. We have some classes at 7 o'clock in the morning. We do not ask to have them late in the afternoon.

The material used includes industrial lessons, specially provided for our work, also several of the school books, of which you all know, and the results we have obtained have been fairly satisfactory. We see where we might have done better. We hope to do better this coming year, but the results have been satisfactory.

At the close of the course we have suitable exercises, and a certificate is awarded to each man finishing the course. Apparently each man receives the same, but his relative rating is marked on the certificate, so that he may know how he meas-

ures up. The certificate is signed by the various officials, giving it a little more importance.

There is one thing which became apparent, and that is that while we are trying hard to make good Americans out of the alien employees, there is difficulty in doing that because so many of those in authority in the works, without knowing it, are not very thorough Americans themselves; I mean to say, in regard to their knowledge of America and American institutions. We hear that the heads of departments, perhaps, are rather lukewarm in advising the employees. The average head of a department, foreman or subforeman, is rather at a loss what to say, perhaps, when he is asked some question by the alien employee, — a simple question about the Constitution of the country, or some important question about the form of government under which we live. We all know the ignorance of the average long-time American on those things. So that, as an outcome of our experience in Americanization work, we have also established a course of talks on the United States Constitution and government for the heads of departments and foremen. It was admitted with some misgivings; it has been received with enthusiasm. They have all seemed pleased to have their memories refreshed — we will put it that way — with regard to many things they were supposed to have learned years ago. Those talks have been quite popular, and are, I believe, having a good effect.

I do not know that you care to hear about the requirements. We have requirements for obtaining a full-value certificate for the various grades. We have four grades, — the first (primary), the intermediate, the advanced, and the fourth grade, or governmental civics.

The things we require of the first grade are something like this. We require each man to read and write his name, read and write the name of the company for whom he works, and read and write the days of the week and the months of the year. That sounds very simple, but it is quite an accomplishment for those people.

In addition to that, the ability to read the public signs that are displayed everywhere was included in the requirements for obtaining a full-value certificate. It is hardly believable that

in one of our classes there was a man who had been driving an automobile for three years, and he could not read the sign "Danger ahead." I asked him how he got along. "Oh, I careful. I watch out." How he ever got his license I do not know. He could not read "Stop," "Schoolhouse ahead," or any of those signs. He can now.

Simple arithmetic is taken up as it is desired, and the pupils are usually very keen about it. It helps them to figure their week's pay.

Beyond all that we are trying to have the men understand that the company is really trying to help them get on in this country, not that we are out to exploit them and get back a definite financial return. We are not getting it. Indirectly, of course, we believe it will result in more efficient employees, and that will mean increased wages, but there is no thought of getting any definite financial return, and they do not quite understand it. Why should the company do this? They are looking for an ulterior motive.

We are getting a school button, to give to each member of the class, with an original design: the name of the company, American Steel and Wire Company School, at the top, on a blue background, with letters of gold; underneath, in white and gold, the map of the United States, and across that in gold letters, "Our Country." The object is to have a button which will carry a message and be a reminder of what the school means. We do not like to emphasize that word Americanization, as some aliens resent it. There is no attempt to force the men towards naturalization. It is not made a condition of employment. No mention is made of this school, even when a man is employed. We prefer to let it come naturally. If you can get the man into the right attitude, he is going to wish to become an American citizen.

We may change our methods somewhat. We probably will, as we see improvements to be made. But we hope to begin next month and continue the season with at least the measure of success we had last year.

## PAPER BY M. E. FITZGERALD.

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SUPERINTENDENT OF SCHOOLS, CAMBRIDGE, MASS.

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Mr. Chairman, Ladies and Gentlemen, when, in 1912, Mr. Mahoney and myself took upon ourselves the task of directing the schools of Cambridge, we gave our earnest attention to the consideration of this problem of Americanization, — the most effective manner of reaching the greatest number of the factory employees.

We decided that evening school teachers should be trained teachers, and that all teachers nominated for positions in evening schools should be normal or college graduates, and should have received in addition special training for work with evening classes.

Mr. Mahoney was called to a higher position and Mr. Herlihy was selected as his successor in Cambridge. Under the latter's guidance, formal teacher-training courses have been conducted in Cambridge during the past several years, and model lessons have been given by a model teacher, Miss Rose M. O'Toole. Certificates of preparation have been awarded to those teachers who have taken the full course of 20 lectures given by Mr. Mahoney or by Mr. Herlihy, and who have demonstrated their efficiency by work actually done in factory or evening school or club.

The evening schools did not reach the great number of adult factory employees in need of Americanization.

I put the proposition of factory classes before the manufacturers individually. I received a cordial reception from the American Rubber Company. To their question, "What will you do?" I answered, "I will furnish the best teacher in the city, and I will pay her the maximum salary, if you will furnish an ideal classroom." "Well," they said, "we must meet that proposition;" and they did. Ladies and Gentlemen, I wish you would visit that school. You would see there what *can be done* in the way of Americanization in factories.

Many manufacturers wanted teachers for part-time service in day classes. This was a serious problem, for it entailed the expenditure of much money. My school committee were thoroughly in sympathy with the work; they had supported it in all ways previously, and they now asked, "What will it cost?" I answered, "At the outset, it will cost \$5,000." The required money was provided, although it had to be taken from the evening school appropriation for the first year. Since that time the city council has appropriated each year the money necessary to carry on these factory classes. Their interest aroused, they accepted my invitation to visit several of the groups of factory students during class time; the work now has the endorsement and support of the Americanization committee of the council.

Each of the fourteen factory classes in Cambridge last year was taught by a trained teacher under constant helpful supervision.

The key to the successful educational work in the factory is the willing co-operation of the foreman. Our teachers are instructed to educate the foreman and to have him visit the school, whether he is in sympathy with it or not, in order to encourage the pupils of the school. Those pupils are but children of a larger growth, and they need to be patted on the back and told that they are doing good work. That has been done, and the average attendance in our schools has never gone below 91 (the highest being 98.6) from the first of October to the middle of July.

The organization of an Americanization committee in a factory is very important. We enlist the interest and support of the management, but especially of the superintendent. The superintendent selects a committee of foremen, and they in turn appoint several committees of men representing various nationalities in the employ of the company. The recruiting of classes and the following up of attendance is done by the joint committee of foremen and racial leaders. The results have been very satisfactory.

Foremen say that since these classes started, better work has been done, fewer accidents have happened, and a better spirit has prevailed throughout the factory. Employees being



now able to read their tags, understand directions, and are ready to talk intelligently about their many problems. Where there have been obstacles placed in the way of factory productions, these pupils have informed the foreman of that. The foremen have told me that employees have pointed out flaws in cloth and rubber, and thus saved a great deal of money. So they conclude that they have made money by putting in Americanization work; that there is a better spirit; that there is more joy in life; and that the whole organization has been immensely improved.

Discussion.

Chairman GRUVER. "We have fifteen minutes for general discussion before time for adjournment. Let us try to confine ourselves as nearly as possible to the subject under discussion. We would like to give preference to those who have had actual experience in directing the work in industry."

Miss JOSEPHINE SHANAHAN of Quincy. "I would like to say that I thoroughly believe that if all the communities of all cities and towns would offer sufficient accommodations for classes, a great many of the foreigners whom we term Reds and Bolsheviks and Socialists would accept the education offered to them. That has been my experience in Quincy. There was, in a certain section, a group of Finns who the residents thought were against the government. After going to them and offering them courses in citizenship and English they were all very glad to enter these classes, and attended them faithfully. For instance, 20 enrolled the first night, and within two weeks 72 attended the classes. The enrollment in that Finnish class grew to 115. The attendance was regular, and the interest was keen. The men are looking forward to entering classes again this fall, for the main purpose of instruction in citizenship."

ANDREW S. MUIRHEAD of North Dighton. "The words of the last speaker reminded me of a story of a man who was coming up the bay and asked a passenger if he had heard of some of the great institutions in America. He said, 'Have they a government in this country?' The man said, 'Yes,' and the passenger said, 'I am agin it.' He knew nothing about it,

but he knew of the conditions at home. I think we must realize the difficulty these people experience in understanding our American life after the experiences they have had on the other side.

“One word, I think, we want to ever keep in mind, and that is, patience in dealing with the modern Pilgrims. We must have patience and show them the spirit of the real American, and the real American is the fellow who will open his heart and his home to the incoming foreigner.”

#### CLOSING REMARKS OF DR. SMITH.

While this discussion has been going forward this morning and we have been talking about “these people,” I am reminded that we are thinking of a group of people who make up the majority of the population of this State, and I wonder, if they were meeting in a group, how they would refer to us — whether we should be “those people.”

It impresses me that the object of this conference is as speedily as possible to get out of our vocabulary the terms “these people” and “those people,” and come to the point where we speak of “our people.” I think we need, as we go forward in this work, not to think perhaps chiefly of the past, nor altogether of the present, but to think of the future and its possibilities.

A friend of mine from the West, who was touring New England last summer, said to me, “I have been over your wonderful New England country, and I have visited the historic shrines, and I have done so with a great deal of interest. But,” he said, “I find now that to see the real New England” — and he spoke rather condescendingly, I thought — “I shall have to go back to the Middle West.”

Well, friends, perhaps it is true that the old New England is passing, but we must believe that there is a new New England here that is just as big in possibilities of good, and of development, and of contributions to the welfare of this nation, just as fine as any ever was, — a finer New England, indeed, that is going to carry to the full its responsibility for progress and advancement.

I take it that the keynote which has been struck so often at this conference must be the keynote of that new word in our modern civilization, that word "together" — that word "co-operation." We are not going to be able to do what we have to do in the spirit of division or partisanship; we are not going to be able to do things if we try to do them alone; but we will be equal to any task that challenges us if we get the spirit of that word "together." So together the forces of industry, the social institutions, and the institutions that represent the whole people are going to solve this problem of the welding of "these people" and "those people" into "our people" and one people. I thank you.

## **FRIDAY AFTERNOON SESSION, SEPTEMBER 17, 1920.**

### **Conference of Industrial Group.**

George F. Quimby presiding.

Mr. QUIMBY. "I want to open the meeting by briefly calling to your minds the purposes of the two group sessions. We are very anxious that this conference shall not end in talk. We are becoming acquainted, and we feel that when we go back home it is going to be possible for us to work together and accomplish things. We want this conference to crystallize certain principles which should guide us in the work this winter.

"The school group is listening to some one who is telling them what industry expects from the public school. Mr. Mahoney is going to tell us what the school would like to have from industry in this program. Following this presentation one or two men will lead the discussion and start the ball rolling, and then we want the freest sort of discussion. At the conclusion of the session we ought to adopt tentatively a statement of principles."

Following this explanation, Mr. Quimby introduced, as chairman of the meeting, Dr. E. C. Gilbert, Service Manager of the Chapman Valve Manufacturing Company, Indian Orchard, who in turn introduced as the first speaker, Mr. John J. Mahoney, Supervisor of Americanization for Massachusetts.

## PRINCIPLES AND PROCEDURES SUGGESTED TO THE INDUSTRIAL GROUP.

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BY JOHN J. MAHONEY, STATE SUPERVISOR OF AMERICANIZATION FOR MASSACHUSETTS.

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Mr. Mahoney first presented the following ten points for the consideration of the conference:—

“1. Industrial leaders should come to an out-and-out acceptance of the principle that education of the immigrant is something that should be promoted by every one as a public duty. It is merely a question of good citizenship. In the past, doubts have been expressed both about the possibility and the value of teaching English to our non-English speaking population. We must have none of these. The teaching of English alone will not serve to eliminate what we look upon as un-American tendencies in the foreign born, but it is hard to conceive of this being done while the language barrier remains, and the language barrier can be removed much more quickly if the industries will lend whole-hearted aid, as to a project in which they believe.

“2. The schools and the industries should have a mutual confidence in each other's intention and ability to perform this work better, as experience points out failures. There have been mistakes and failures in the past for which both the schools and the industries have been responsible. The schools have sometimes failed to accomplish what they might have accomplished even in a field so new. On the other hand, industries have often been too skeptical of the ‘theories’ of school people. Let us all get together in a spirit of respect one for the other. It is time for a new deal.

“3. Industries should recognize that the Americanization of all its foreign-born employees calls for intelligent and responsible leadership. If this work is worth doing, it is worth doing well. This means the placing of responsibility in the hands of a plant director of Americanization or some such official. There is little hope of success lacking this centralized responsibility.

"4. Straightway it must be said, however, that every plant executive from the president down should be 'sold' on the importance of the work, and should catch the spirit of it. It has often been said that the foreman can make or break any Americanization plan. This is very largely true. It is of little avail for a few officials to strive to educate the immigrants if indifference and hostility pervade the plant as a whole.

"5. As a preliminary to its work the plant should conduct an investigation to determine those facts which would enable school officials and factory officials working together to organize the work intelligently and speedily.

"6. Following on this preliminary investigation, recruiting meetings should be held for the purpose of securing class enrollment. Every legitimate means of persuasion and encouragement should be used to interest foreign-born employees in the classes, but the note of compulsion should never come in. Industrial messages in foreign languages may be used very advantageously in this business of recruiting.

"7. Industry should provide adequate school accommodations. It pays to give a little attention to this matter and spend a little money.

"8. Classes once organized, probably the most important duty of a plant director is to carry on an effective follow-up. Attendance will inevitably dwindle; that is to be expected. But attendance will be maintained in a surprising degree if the immigrant feels that the plant director has a constant interest in his school progress. There should also be occasional meetings between the plant director and the members of the teaching staff for the purpose of talking over attendance and related matters.

"9. Industries should occasionally provide incentives for the purpose of keeping up interest in the work. Graduation ceremonies and commencement ceremonies find place here. One may note, also, articles in the plant publications, school orchestras, and glee clubs. Anything that tends to socialize instruction is valuable as an incentive.

"10. The point is often made concerning the best time for holding classes. Shall they be conducted on factory time, employee's time, or a combination of both? This matter is not

of vital importance, provided factory authorities and school authorities co-operate intelligently and earnestly in a real program of immigrant education. There is nothing wrong in the principle of conducting classes on factory time if the true aim of Americanization be always kept in mind. On the other hand, there is little ground for the opinion that it is a hardship for immigrants to give a moderate amount of their own time weekly to instruction offered by skilled teachers. Each industry should decide this question on the basis of the hours of labor and other working conditions. No dictum can be expressed to apply to the different situations in different plants. None need be expressed. Given good teachers, good leaders, and an earnest desire on the part of the industry from top down to put the thing over, success will be assured, regardless of the time when classes are held."

After submitting the ten points as outlined above, Mr. Mahoney proceeded to comment on them as follows:—

"The education of the immigrant, it must be emphasized, is a need of good citizenship that should rest as an obligation on every American citizen. It is highly desirable to wipe out that notion that sometimes exists that the education of the immigrant is an obligation that rests exclusively on the shoulders of school people. The school is, indeed, the proper agent to carry on the work, but the school cannot do this unaided. We must all get behind the schools. After all, the public schools are your schools as much as mine. You have children in these schools. It is our joint duty, working together, to promote the education of the immigrant through these public schools which belong to us jointly.

"It should be noted, also, in passing that there is little ground for the idea that the schools cannot teach English to an adult non-English speaking person, man or woman. This can be done. Now it is true that a knowledge of English alone is not sufficient to eradicate from the hearts and minds of these immigrants their un-American ideas. On the other hand, it is hard to conceive of our Americanizing the immigrant effectively unless we do teach English as a common language. And so we must give over our doubts as to whether or not the task can be done. It should and must be done.

"The schools and the industries should have confidence in each other. Speaking for the schools, I know that in the past their failures have been many. On the other hand, I know that industrial people in the past have been somewhat too suspicious of what they term the theories of school people. The point that I would make just here is that the schools are honestly trying to improve. They are actually improving year by year. That being the case, they have a right to expect some measure of confidence on the part of the industries. And at the same time, they have the obligation to forget the rather cynical attitude of the industries hitherto. Let us forget the ancient history of this movement, and get ready for a new deal all around.

"The need for trained and responsible leadership is a very great one in the field of Americanization. We must spend money on the education of the immigrant. But this money will be spent to no purpose if leadership in this work is not committed to those people who know how to organize, and, on the part of the schools, how to supervise, effectively. We need responsible leaders, both on the part of the schools and on the part of the industries. And on the industrial side it is necessary not only that the leader himself be effective, but that the plant throughout should be 'sold' on the importance of educating the immigrant.

"Let it be said without equivocation that we must have no compulsion in our Americanization policy. You cannot compel loyalty or good American citizenship.

"The follow-up on the part of the industries is very important indeed. Attendance in these classes will dwindle. That is inevitable. The best teacher living cannot hold 100 per cent attendance if the people come on their own time. But if the same kind of follow-up could be found in every factory as is found in the Solvay Process Company in New York, attendance would be greatly strengthened. If you are not familiar with the scheme as conducted by Mr. Feisinger, I strongly recommend that you acquaint yourself with it."

Discussion.

## PAPER BY T. J. DWYER.

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SUPERINTENDENT OF LABOR OF THE FISK RUBBER COMPANY, CHICOPEE FALLS,  
MASS.

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Mr. Chairman, Ladies and Gentlemen, in regard to the first of Mr. Mahoney's articles, "Industrial leaders should come to an out-and-out acceptance of the principle that the education of the immigrant is something that should be promoted by every one as a public duty."

In our town, I represent the Fisk Rubber Company. Believing it a duty to establish better citizenship, we started in on this Americanization work a year ago. We started with 107 pupils. We maintained an average of 79. This work came under my supervision, and I went out among these classes once in two weeks at least, talking with our fellows. Remember, these people could not understand or speak any English when they started. Before this we had found that they never were willing to trust us at all. The question was, what was the real reason of that, and it proved to be a lack of confidence.

If one of those men came into my office to be interviewed, which they all do occasionally, and I tried to start a conversation with him, he could understand me all right, and I could understand him, although it was broken English; but he would shrug his shoulders and say, "Me no understand English; me no speak English." Then we would have to have an interpreter. That was a lack of confidence.

The reason they have felt that way was that they were afraid of us. Through the good work of the teachers, these people have begun to believe what is told them; they have gained confidence in us. As I was going through one classroom, along about the middle of the season, when they were writing, I spoke to one of these young men a few minutes. He said, "Mr. Superintendent, will you see if you can read my writing?" It was so well done that I could read every word of it, and I did, before the whole class; and then, of



course, commented on it a little bit. After I got through, this young man looked up to me and said, "Mr. Superintendent, you have made me happy because you can read my writing." That is one illustration of growing understanding and confidence.

After the school was over we had a little banquet for the pupils. They all came. We had the vice-president and the general manager and the factory manager present at that meeting; also Mr. Bohner. Mr. Broadwell, our vice-president, made a few remarks in a very plain, home-like way, which just touched our people. We gave them certificates of commendation for the work they had done. Mr. Anderson, the factory manager, made the presentation. As each man was called up to get his certificate, Mr. Anderson shook his hand and made a few personal remarks to him. They were so personal that the rest of us, quite close by, did not hear what he had to say; but it certainly struck home. It pleased our fellows. That went around the factory like wildfire. Here is a remark made by one man on the street: "That was the first time that I was ever among real Americans." He had been in this country quite a while, but he meant it was the first time he had ever found out just what real Americans were, and what the term "American" meant.

I am trying to show now the effect this social mixing has on our employees. Mr. Anderson, during the moving pictures we had that night, happened to sit beside a Russian. He passed a cigar to the Russian, and they sat there and smoked their cigars. That appealed to the Russian so much that he said to Mr. Mathews a few days afterwards, "Mr. Anderson is a good man. Mr. Anderson is a fine man." He wanted to emphasize it, and he said, "Mr. Anderson is a *damned* fine man." He talked to several people from whom we heard.

We took pictures of the group and gave a framed copy to each man. You may see a picture in the exhibit. Those pictures, too, had a very good effect.

This is the way the Fisk Rubber Company has accepted its responsibility for immigrant education, and these are some of the rewards we have reaped; and I believe every industry is going to accept this thing as a public duty and as sound business, and make a success of it.

PAPER OF EARLE W. WEAVER.

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SERVICE DEPARTMENT, A. C. LAWRENCE LEATHER COMPANY, PEABODY.

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Mr. Chairman, Ladies and Gentlemen, it strikes me that Mr. Mahoney has outlined a program that is letting industry down pretty easy on the financial end, but he has given us a whole lot to live up to on the other end, the co-operation end. He asks us for intelligent co-operation, and that is something, I think, we ought to thresh out, to see just exactly what it means.

I am strongly in favor of Mr. Mahoney's fourth point, that every plant executive from the president down should be told of the importance of the work, and should catch the spirit of it. You cannot get intelligent co-operation unless your American people in the plant, including the executives, understand what you are trying to do and why. In our plant we have 5,050 foreign born and American born. Our committee feels it is just as difficult a task to educate the American born to the importance of these foreigners learning English as it is to educate the foreign born who want to learn English. We have organized our plant so that we have a means of getting co-operation from the American born as well as from the foreign born. To this end we have organized a plant committee on Americanization.

This has two functions. The first, of course, is the teaching of English. From different points in the plant we have selected five men who take an interest in the foreign born, and who also endeavor to keep bringing up to the executives and foremen the importance of the work. We need all the co-operation we can get from the foremen.

One of the best ways to get co-operation from the foremen is to show them how to co-operate; and along that line this fifth point of conducting an investigation can be brought in, I think; that is, get the foremen themselves to conduct the investigation. We asked every foreman to give us a list of his men. We asked him to question his men and find out who

could read English and who could not, what their nationality was, and what their citizenship status was. The foremen were very much surprised in a great many cases to discover that this or that fellow could not read English. He talked pretty good English, but he could not read or write it. Other surprises came when they discovered that certain men were not even first-paper men. That gave them a new angle of thought. After we took the census, we had every prospective member of the English class or the citizenship class catalogued on a card file, and had our organization committee distribute the cards to the foremen. These foremen took around the cards individually and solicited pupils for the classes.

We had a delightful luncheon and graduation exercises, at which the plant executives and the mayor were present. I think that did more than any other one thing toward getting the management to see that the work had actual results. Mr. Mahoney has well put in the fact that you have to have the interest of all — the shop foremen and even the men — before you can make the thing a success.

#### PAPER OF THURE HANSON.

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CROMPTON KNOWLES LOOM WORKS, WORCESTER.

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“Mr. Chairman, Ladies and Gentlemen, being an immigrant myself, I am, of course, very much interested in this Americanization plan. I have been a member of the Worcester school committee up to a few years ago.

“In reading these points I am particularly interested in the sixth. I believe at the present time that there should be a preliminary investigation and recruiting meetings in the factory. I believe, also, in a plant such as the one I represent, where a great many of our people come from the southern part of Italy, that it would be advisable to have some one who could speak to them in their own language.

“I have found in my experience, both in city and State official positions, that the so-called foreigner is very eager to know of our American ideals, our American institutions; but

we who have been here a long time, some of us possibly descendants of the Pilgrims, do not look upon him or her as being on the same level as ourselves. Our Constitution of the United States provides that a person who is naturalized is just as good an American as one born in this country. That being so, why not, then, when these people become American citizens by naturalization, say to them, 'You are one of us, you are an American,' and not differentiate and say, 'You are a Polish-American, or a Swedish-American'?

"In my experience I have found that a great many of the so-called foreigners come here for the purpose of bettering their pecuniary conditions. They come here to live, to rear their children, and give them the best education they can, and there are not many of them looking for a chance to break the laws of the Commonwealth. A great many of us who have been here for generations hire skilled lawyers to see how we can break the laws and get away with it. I believe that every person who comes to this country, irrespective of his nationality, should, after five years, do one of two things: become a citizen of the United States or else pack up and go back where he came from. I do not believe that a man should be allowed to come here from the other side and stay here a few years and get together as much money as he can, and then go back to the old country to live. I believe if he comes here, this should be his country; there should be only one country, and that the good old United States of America."

Chairman GILBERT. "I think Mr. Weaver did well to stress the matter of co-operation within the plant. That is, of course, of very vital importance, as well as the co-operation between the plant and the educational department. His plan of having the foremen teach the classes seems to me ideal, and, where it can be worked out, much better than having trained teachers from the public schools, because the foreman, coming in contact with his men in that way, has a better knowledge of his men. He is able to follow up his classes better, and, what is of equal importance, the men get to know the foreman — to know that he is personally interested in the employee's welfare, and also to learn that he is really a good fellow, after all, if they just get to know each other."

Mr. ANDREW S. MUIRHEAD, Employment Manager, Mount Hope Finishing Company, North Dighton. "It is very difficult to get a foreman (most of whom are not American) who has the teaching ability, and can teach the alien to be an American when he is not one himself. If we lay this responsibility upon the foreman we have got to start a class in citizenship for foremen.

"The foreman is the man who has to enforce discipline, which does not make him especially popular. There are times in the discharge of his duties when he must exercise discipline, which creates a little unpleasantness between the foreman and his workmen. The fellow to do the teaching is the fellow from the educational department, the school teacher. But here is the problem in that. If the school teacher has done his or her work thoroughly during the day, and comes into the class in the evening, I declare to you it is my conviction that he cannot do as well in the evening as he can in the morning. He cannot leave his class in the morning because the school board will not grant that. We have a problem there."

Mr. IGNATIUS McNULTY, Secretary of the Department of Labor, American Woolen Company. "I am very glad that the two previous speakers have raised the question as to the foreman. How much time has a foreman in a modern factory to devote to anything outside of his industry? You cannot add another task that he is not fitted for; and the foreman is as much an alien as the people who work under him."

Chairman GILBERT. "We have wandered off. This point does not imply that the foreman should teach these classes. That was a new idea brought up in the discussion."

Mr. WEAVER of the A. C. Lawrence Company, Peabody. "I was going to say that our foremen do not teach the classes. We hire trained school teachers, and the company pays the bill."

S. L. BUSH, Manager of Research, Crocker, McElwain Company, Holyoke. "It seems to me that when we go back to our plants we should go back with the realization that this job we have on our hands of Americanizing these immigrants in our midst does not stop with teaching them English.

"The point has been brought up that the confidence of the

employees in the management is absolutely essential for the best results. I think that is so. I think that we have on our hands a very big job of teaching the foreman that he must be thoroughly Americanized, so that the help will have full confidence in him and in the management. If that is not the case, the teaching of English will not Americanize. The foreman can make void all the work of the school teachers if he is not American enough to give an equal chance to every one and a square deal to all."

Mrs. Ralph McDaniel, Field Secretary, National Civic Federation, thought that more stress could be laid on the education in Americanization of the plant director. After some discussion it was voted to insert in point 3 an addition to the effect that the plant director should have training in or special aptitude for this work.

J. E. SMITH, Assistant Works Engineer, Bradley Car Company, Worcester, in discussing point 8, said: "I just want to say a word about our follow-up method in Worcester. I think I can help some. We had our classes taught by the public school teachers, and our plant organization consisted of a committee from the Welfare Association. Here is the way we followed up. Our classes met at 4 o'clock. I appointed a young lady stenographer from my office as clerk for those classes. When 4 o'clock came, if any pupil was missing from class, she knew exactly what department he was in; and if she could not get him by telephone, she would go to his department and persuade him to come. We have a record of not losing one man unless he left our employment, and we have a record of 90 per cent of attendance."

G. W. PEARSON, Chairman of School Committee, Lowell. "It occurs to me that Mr. Mahoney is very mild in point 9. His idea of incentive seemed to me to be quite insufficient beside what Dr. Jenks said last night, that the principal reason why most of these people come to America is to better their financial condition. Mr. Rice spoke of promotion as being the incentive. All through these ten points there is not a word said about the vital reason for the immigrant's becoming American or learning the American language. It seemed to me that could be made much stronger to advantage. I do not

know whether this conference would care to go further, but from dealing with 12,000 Greeks in Lowell, every one of whom came here to get better pay, I doubt very much if you can wave the Star Spangled Banner and get much out of them; but if you add a dollar to their pay, you are going to get a great deal out of them."

Point 10 next came up for discussion.

A SPEAKER. "Mr. Chairman, I believe in having the men put in their own time in learning English."

Another SPEAKER. "I believe the employer, in providing these Americanization classes, is getting as much out of it as the employee is. We are getting better workmen, and I think classes should be on the employer's time."

IGNATIUS MCNULTY. "It is suggested that we reduce the working hours, to give the alien an opportunity to learn English. Why should we change our system and so injure production, when the world so badly needs production, by catering to him and not to his American brother? Eight hours is a reasonable working day. If you reduce it to seven hours for the alien, you have given an incentive to the other employees to reduce to seven. The alien must carry his own burden. If he is to get a square deal, he must give a square deal."

GEORGE F. QUIMBY read the last part of point 10, and added: "That puts this question of time where it belongs, in a secondary place. Mr. Chairman, I do not think there is anything in that statement to which any of us may object, no matter how extreme we may be on either side of the question, and I would move its adoption."

All ten points were adopted.

### **Conference of School Group.**

M. J. Downey, Director of Immigrant Education, School Department, Boston, presiding.

Mr. DOWNEY. "Ladies and Gentlemen, this conference has indicated a most co-operative spirit between the industries and the schools. Each, of course, is turning out a product somewhat different from the other's, and both are recognizing the need for these different types of products. The school has

as its product efficient citizenship, with the emphasis on the 'citizenship.' The industries are organized for efficient production, with the emphasis on 'efficient.' Both agree that citizenship must be revised.

"Mr. Bohner has a message for us. He is prepared to tell us some of the things which industry feels the school may contribute by the spirit of co-operation in this work."

Mr. Downey then introduced Mr. Edward E. Bohner, Industrial Service Secretary, Associated Industries of Massachusetts.

## PRINCIPLES AND PROCEDURES SUGGESTED TO THE SCHOOL GROUP.

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BY EDWARD E. BOHNER, INDUSTRIAL SERVICE SECRETARY OF THE ASSOCIATED INDUSTRIES OF MASSACHUSETTS.

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Mr. Bohner presented the following eight points to the conference: —

"1. Industry is organized for production. Only as educational work in the plant furthers this object is it justifiable. The feeling of reluctance to have some one from the outside come in to aid in educational work will gradually give way to one of co-operation when industry understands that the education of the adult immigrant will mean greater efficiency, promote safety, and develop a spirit of good will in the plant.

"2. Industry as one factor in the community expects the schools to develop a program which shall meet the educational needs of every immigrant in the community. Such a program should include provision for advanced work in the evening schools.

"3. Adequate funds should be made available to execute this program. The State of Massachusetts has taken the lead by enacting a splendid law, chapter 295, by which the State reimburses the communities dollar for dollar for all money spent in this enterprise. In some places, the law is well administered, yet Mr. Mahoney tells us that the program in many communities is blocked because the schools are unable to find their share of the money.



"4. Centralized responsibility and trained leadership are basic in the execution of this program. A specially trained director, giving entire time, if necessary, to the work, should be engaged.

"5. The product which the schools must offer is high-grade teaching. Teachers should be carefully selected for their personality and aptitude for this highly specialized work. They should be given an approved preliminary course of training and coached while on the job.

"6. The schools should see to it that when once high-grade instruction is offered, it is delivered at all hazard. Numerous approaches to industry followed by failure to deliver are fatal.

"7. Courses of study adapted to the peculiar needs of immigrant workers should be provided. A work vocabulary is quite as important as is the home and street vocabulary.

"8. Force or coercion in any form should never be tolerated in planning to serve immigrant peoples. We must make the English language and American citizenship so attractive that the offering of proper facilities to acquire these will meet a hearty response. The immigrant himself must be 'sold' to our proposition."

Mr. Bohner then commented on the above, as follows:—

"Industry must be 'sold' on the idea of the value of this work. To effect this, we shall have to bear constantly in mind these three points: (1) Time, material, and temper are saved when men know sufficient English to understand the foreman's directions. (2) About one-half the accidents will be prevented by acquainting workmen with the hazard involved in their work. Here English is essential. (3) Moreover, a knowledge of English is fundamental if misunderstandings are to give place to confidence and good will.

"Certain communities where work of this kind has been done for some time often find that there are nationalities living in the community that have never been touched. It is the business of the public educational forces to see to it that all nationalities are reached by a comprehensive program. Generally speaking, industry is not in a position to carry on this work beyond elementary English and instruction in citizenship.

"The delegates to this conference might well return to their

local communities prepared to dedicate themselves to the important task of arousing sentiment which shall guarantee adequate financial backing for the kind of program which their particular community needs.

"Once this high-grade instruction is offered to industry by the schools, it is imperative that the schools deliver. Too often approaches have been made to industries urging them to engage in this work, with an offer of assistance, later to find that promises could not be fulfilled. Manufacturers will grow cold on non-delivery, and later we shall find it doubly hard to interest them.

"Teaching the workmen the English required in the operations of the plant is one sure way of enlisting the executive. It brings the whole proposition down from the realm of theory to the practical."

Discussion.

#### PAPER OF MISS ELLEN DE S. BARRETT.

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DIRECTOR OF AMERICANIZATION, NEWBURYPORT.

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I would like to tell you something about the work during the past year which has shown that centralized leadership is basic in this work.

Before the appointment of a school director, the work was carried on much the same as an evening school. The first duty of the director was to conduct a course of training for the teachers who had charge of teaching the adults; and only public school teachers were appointed. These teachers are carefully selected because of their personality, special training, etc. There are many teachers who cannot teach evening school successfully. They should be especially fitted for teaching adults, who require a different sort of handling from that given to children, and the person who is afraid of work has no place in an Americanization program. These teachers were given an extensive course consisting of practice and observation work, and State supervisors held weekly conferences with them and with the director. A very friendly relationship exists between the State Director and the teachers.

An essential element is the study of the background of these immigrants to learn their previous environment, point of view, and state of mind. To impart this to the teachers is the work of a trained director.

The Business Men's Association, the American Legion, labor unions, as well as the industries, have appointed committees, all of which have worked to help. It was agreed that the first should be an industrial year; the second year we will do many more things.

Factory classes should connect with evening school. The point of contact should be a social one. Invite the factory clubs to attend the sessions of the evening groups. The first night we did this we had an attendance of only four people from the factory classes; gradually it grew until everybody came. We took some of the visitors around in order that they might see the different classrooms and the work being done. The result was that one young man became so enthusiastic that he enrolled in the typewriting class, and two took up mechanical drawing.

Through the establishment of a Citizen's Information Bureau, the director who is in charge meets any non-English speaking people and helps to solve their problems. This Bureau is a movable one, sometimes located in the city hall, sometimes in the school building, sometimes in the factory, thus giving the immigrants an opportunity to come to these various places for help.

PAPER OF FARNSWORTH MARSHALL.

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SUPERINTENDENT OF SCHOOLS, MALDEN.

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One of the biggest difficulties we encountered was the keeping up of attendance. Getting attendance and holding it depends on the sort of instruction that you have to offer. The failure or success of the work depends entirely on the teacher. The kind of teacher that wants attendance gets attendance. This can be done through the teacher's magnetism, personality, sympathy, understanding, etc. The proper teacher may be secured by experimenting until you find the right one, who,

when found, should be kept on this work, as the handling of the adult immigrant takes a special kind of teacher.

The question of when these groups should attend classes, on factory time or on employee's time, the circumstances of the case will determine. I do not wholly believe that the time should be taken from the employee, as the employer is going to gain stability, greater loyalty, and less cost of output from this Americanization work. On the other hand, if the class is entirely on the employee's time, it is going to be difficult, especially in the case of a woman who needs the time for her household, family, personal care, etc. Thus the result will be less effective. Concessions by both industry and employee should be included in this plan.

Then the next question is how to secure attendance. The securing of attendance varies in different cities. We have tried various forms, such as personal soliciting, advertising by placards, and personal letters. Analysis of the responses to these indicates that the results were entirely negative, — that we could not determine the most effective way of reaching them. We found one-third came from personal letters, one-third from newspaper advertising, and one-third from placard advertising. As a means of securing attendance, it would be well to spend money in different forms of publicity.

More co-operation on the part of public school officials is essential, and more funds should be appropriated to carry on this work. There is a need for more co-operation on the part of industry, also, and this conference should produce the desired result.

#### PAPER OF FORDYCE T. REYNOLDS.

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SUPERINTENDENT OF SCHOOLS, GARDNER.

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The aims of Americanization should be: (1) to teach English; (2) to teach the immigrant our ideals, our laws, and the history of our country; (3) to help him become an American citizen, — a naturalized citizen of our country. This is work that is very important.

We should, first of all, have a director of Americanization, — a person who is interested, with the ability to do the work well;

and then furnish teachers who are trained. The time is coming when Gardner will have a number of trained teachers doing Americanization work only.

Investigate the problem by the help of various reports that will give statistics on the illiterate inhabitants of your community. A voters' list will give you the taxpayers who are not voting; send them a personal letter by the children in the schools. Find out how many people have taken out first papers; go to the local Superior Court and look up the list giving these names. Write them a letter and offer to help them get out their final papers. Massachusetts endeavors to give them the central ideas of good citizenship.

### PAPER OF ERNEST P. CARR.

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SUPERINTENDENT OF SCHOOLS, MARLBOROUGH.

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By experiment we found there were two points of difficulty in the way of an adequate and satisfactory arrangement for the factory classes: (1) if the classes were held at 5 o'clock it would interfere with the overtime workers; (2) starting directly after work, it took a great deal of courageous effort on the part of the employees to go at once to class without having had anything to eat or having had a chance to wash up. The question of attendance in factory classes is not satisfactory for these reasons.

The work in the classes was very good. They made good progress. But the attendance was not regular, and we could not say that the results were satisfactory. We found that we could get better results by having classes for men and women around a dining-room table in one of their homes. And when we met them at home we received a very cordial response and found a fine sense of responsibility. After working all day they find that it requires too much effort to attend an evening school which may be located some distance from their homes.

A general discussion followed these papers, at the close of which the meeting adopted the points presented by Mr. Bohner.

## EXERCISES AT PLYMOUTH ROCK.

Dr. Payson Smith, Commissioner of Education for Massachusetts, presiding.

Dr. SMITH. "During the days of this momentous year the entire nation, and indeed all the civilized world, will in spirit come to this shrine to rededicate themselves to the principles established here. Ladies and gentlemen, it seems to me that we may well dedicate ourselves here not only to this larger faith in our democracy, but particularly to this responsibility of helping those who have come or are coming to our shores from other lands to share our liberties with us, — to mold them into a unity that shall carry forward the high principles that were established here. We are dedicating ourselves anew to the service of our country and of humanity."

Dr. Smith then introduced William Tyler Page, author of "The American's Creed," who explained the sources from which it was drawn and the manner of its composition. The audience then joined him in reciting

## THE AMERICAN'S CREED.

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a Democracy in a Republic; a sovereign nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

Dr. Smith then introduced the orator of the day, President Lemuel Herbert Murlin of Boston University.

## AMERICAN IDEALS.

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ADDRESS BY PRESIDENT LEMUEL H. MURLIN.

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Dr. Murlin said in part: —

“Friends and Fellow Citizens, I have the foundation for the personal things I wish to say to each of you to-day in a statement made by Theodore Roosevelt, whom I regard as one of the greatest modern typical Americans, and who perhaps was as near a living embodiment of the ideal spirit of Americanism as any man we have had in this generation. On his way back from Africa he was invited to the University of Cambridge, where he was to receive the highest academic honors that can be conferred upon any man. At the close of that ceremony he was asked to speak to the students. He was trying to inspire them with the idea of achieving success in life individually. The principles upon which he laid his foundation are so broad that it seems to me it applies to us here to-day.

“The first sentence was this: ‘If a man lives a decent life.’ You know we are apt to think that this question of being a good citizen is something rather intangible and far away. It is a very simple, personal, and possible thing. There is no place in this country for the man who is not going to be honest, who is not going to be fair and square, who is not going to be open, who is not going to be truthful and honorable in all his doings and his relations with his fellow men. If each man sets himself to that task, that he himself will live a decent life this day, many of our problems will be solved.

“The second resolve was this: ‘If a man meets his work fairly and squarely and without shirking.’ If there is any gospel that needs to be preached to-day more than that gospel of meeting one’s work fairly and squarely and without shirking, I do not know what that gospel is. We must face the fact that the world is not going to get on, and we shall not keep America’s place in the leadership of the world in the highest and noblest ideals, unless we train ourselves as individuals, and train the rising generation to understand that it must from

day to day and from hour to hour meet its work fairly and squarely. If we do slovenly work, it is because we have slovenly characters; and if we shirk, it is because we are shirkers; and we cannot be true Americans unless we have the spirit of manhood that meets our work fairly and squarely.

"Mr. Roosevelt said, 'Your success in life and the quality of service you are giving the world does not depend upon the position you hold, but upon how you carry yourself in that position.' Ditch digger, worker on the railroad, engineer, fireman, blacksmith, banker, lawyer, president, — success does not depend upon the position you hold, but upon how you carry yourself in that position. If a man is the president and does not meet his work fairly and squarely, and live a decent life, his life is a failure and he is unworthy as an American. But if he is a ditch digger, and meets his work fairly and squarely, and lives a decent life, his life is a success, and he is a true and loyal and patriotic American.

"Finally, Mr. Roosevelt said that, in the midst of all his labors, somebody had highly complimented him on how he had stood up against the things that were wrong in our American life, — how he had moved forward the moral spirit of life in America perhaps more than any single figure in his generation. He said, 'I take no personal credit to myself. I am not sure I have achieved any of these things. This I do know, I should not have achieved them unless I had had Divine leadership and insight.'

"I say to you, brothers and sisters, be true to the ideals of religious life in America, the principles for which the fathers who landed in this place fought, that every man shall worship God according to the dictates of his own conscience. We must worship Him if we are going to live. Each man is to choose for himself how he shall worship God, and how he shall serve Him through serving his fellow men."



**FRIDAY EVENING SESSION, SEPTEMBER 17, 1920.**

F. C. Holmes, General Manager, Plymouth Cordage Company, presiding.

Mr. HOLMES. "Ladies and Gentlemen, about two years ago the Carnegie Foundation began a study of the immigrant problem in the United States. Every phase of the life of the immigrant — social, educational, and so on — was covered in this study. A very important topic, the education of the immigrant, was assigned to Mr. Thompson, superintendent of the Boston schools. He investigated the educational conditions in the United States for many months, and no one is better qualified to speak on that subject than he."

Mr. Holmes then introduced Mr. Thompson.

**THE SCHOOLING OF THE IMMIGRANT.**

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BY FRANK V. THOMPSON, SUPERINTENDENT OF SCHOOLS, BOSTON.

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Mr. Thompson began by telling briefly of the Americanization study which had been instituted by the Carnegie Corporation, and which is soon to be published in twelve volumes. The significant feature of this study is that it takes sharp issue with certain impressions which the American people entertain about the question of immigration.

"The chief virtue of the Carnegie study," Mr. Thompson asserted, "is that the conclusions are based on evidence, and the evidence is presented. There is little unsupported assumption. There is a good deal of challenge of former assumptions and different conclusions than the former assumptions, but the evidence for the assumption is contained in what I consider myself, and what fair-minded citizens will consider, fair contingents.

"To illustrate one of the impressions with regard to the immigrant that was popular a few years ago which this study

challenged. I recall some ten years ago one of our New England statesmen was before an audience of New England citizens, and said that in the days of immigration from northwestern Europe, the stock from which you and I came, immigration was of a more hopeful character, that the possibilities of assimilation were strong, and that the descendants of the people of those northwestern countries had made fine citizens; but that now we were drawing upon southeastern Europe, and that history has shown and experience would prove that they would be a danger, that they would not assimilate, and that they would not show interest in citizenship. That assumption not only will be challenged, but I believe disproved, as the result of this study; because in the light of mere evidence, particularly what the census is showing with regard to citizenship, it is absolutely impossible to maintain the thesis that the people from any one country of Europe excel other countries in taking out citizenship papers, or in giving the usual evidences of citizenship, — possession of property and rise to prominence in business.

“Now consider the factor of time. The Carnegie study seems to prove that given an equal amount of time, — twenty years, we will say, — you cannot distinguish between the citizenship of the south Slav or south Italian and the northwestern German or Scandinavian. The general assumption of this study is that all the nations are capable of self-government, and are capable of becoming adequate, competent, and desirable members of our Republic. Given reasonable conditions, we may look with suspicion upon no race. There is no such thing as race superiority; that is our conclusion. There is no race divinely ordained to lead in the thinking or the action or the right feeling of the world. The study thus sets up a thesis of equality of races. I hope I have aroused your curiosity. I have said this to one or two audiences, and while they did not challenge me publicly, they said, ‘Now, you do not mean that you think the descendants of the Anglo-Saxons and the Germans are not better than Italians?’ We all have a little feeling that the particular stock from which we came must have a slight superiority at least.

“Well, my particular field in this study was the schooling

of the immigrant. I wish to disclaim any honor or responsibility for the study. I had associated with me in the study many good Massachusetts men, including men from the State Department of Education. Mr. John J. Mahoney was one of my collaborators, and wrote the chapter upon the training of a teacher. But I am their spokesman, and I am glad to take some of the conclusions of the particular volume in which I am interested.

"Concretely the Carnegie program in the education of the immigrant is illustrated by what Massachusetts is doing. We know that program pretty well. Certain positive recommendations ought to be made which will help other States to do as much as Massachusetts. But now note that Massachusetts always thinks, but it does not always act. It is strange that a good deal of progressive education was born in Massachusetts, formulated by Massachusetts men, and adopted by other States. Before we get through, twenty States will take this Massachusetts plan and put it into effect.

"Now the problem is to make Massachusetts thinking result in action. But what can we do? Well, we believe that adequate provision for the immigrant must be set up in every community where there are a certain number of immigrants. More specifically, where there are 1,000 immigrants there ought to be definite provisions for day schools or evening schools. This Carnegie study shows that the ratio of non-English speaking aliens in Massachusetts is 1 to 6; that is, you would get at least 200 non-English speaking out of 1,000 aliens. So where 1,000 foreign born are found there ought to be definite provision in the way of schools.

"Now, about these schools. We have had evening schools many years in Massachusetts. But the evening school has proved an inadequate provision, particularly for the adult alien. We assume that at least the evening school exists, but that assumption is not always safe in Massachusetts, because we know that, in spite of the fact that we have had laws on this thing, there has been no penalty attached to them; and there have been places in Massachusetts with an overwhelming proportion of immigrants where no evening school provision has been set up, in defiance of the law. Whether that condi-

tion exists now, Dr. Smith will admit. I think not, and I hope not, but it was true two years ago.

"Better than an evening school provision is a day school provision. We formulated that provision in Boston under the name of the 'Day School for Immigrants.' The Carnegie study sets up quite a thesis for what we call the day school for immigrants, which means a sort of holding corporation for four or five classes of immigrants. The day school primarily seeks to establish an adequate teaching provision for which we know the evening school is a makeshift program. You have got to design instruments that do not cost so much that nobody will pay any attention to them. The difficulty of maintaining a trained corps of specialists for evening schools is that you cannot afford to pay them a salary. The larger the community the easier it is to set up a day school for immigrants.

"California has shown us the way, and many States are imitating, either by sending a teacher to the home or by gathering classes at convenient times in the afternoon. A trained teacher paid for full time may be assigned a program, part of the time morning and afternoon, or afternoon and evening, in such a proportion as to fill out a teaching day. With fewer workers and a distributive program it is possible to take the same amount of money that might be spent for evening schools and get better instruction. We think we are doing it in Boston, and we are glad to invite your attention to the experiment under way.

"Now, with regard to laws. This Carnegie Corporation sets up certain things that ought to be done, and warns against other things that ought not to be done. Massachusetts at the present time has the minor labor law, which, you know, means that illiterate minors must attend school part time, generally interpreted evening school instruction, though the law may be complied with by schools in the daytime. That law was first conceived in Massachusetts. It has been the law that progressive States, wishing to deal with the problem more effectively, have put into operation. New York adopted the law, and twenty other States have adopted it.

"The question has been asked whether adults (of twenty-one and over) should be compelled to go to school and acquire

English. Now, this particular study denies that that is a wise thing to do for several reasons, growing out of the general philosophy that we must treat the immigrant as we would wish ourselves to be treated under similar circumstances; that we recognize their manhood and womanhood; that we recognize their inherent rights to which all human beings are entitled. So we report against such a law as would allow adults, from twenty-one on, to be compulsorily educated. We believe the immigrants entered our country under certain conditions, and to pass subsequent restrictive laws would be in effect the passing of *ex post facto* legislation. Legislation of that sort can only justifiably be put into operation as the result of further amendment to our immigration laws."

Mr. Thompson further stated that if the education of the alien is to be voluntary, it must be made easy and attractive, and the easiest and most attractive educational proposition for the immigrant is the factory class. Manufacturers who are really interested in good citizenship have felt compelled to conduct such classes because public authorities have not, until recently, seen their obligation in this matter. But the responsibility for the education of aliens rests primarily on the government, for the immigrants are wards of the nation. A co-operative plan, in which the industry furnishes room, furniture, heat, and light, and the public school authorities supply the teachers and have control of teaching, seems to bring about the happiest solution of this problem.

"Our first motive in taking up Americanization activities was fear generated by the war, — fear as to the loyalty of this many-blooded nation. But we are no longer working under that whip. Our motive to-day is justice, — appreciation of the foreign born and the heritage he brings us, and a desire for his participation in our common life. What we do for the newcomer must be based on the rights of mankind as outlined in the Declaration of Independence. These immigrants came to our shores with the same fundamental motives as those which actuated our own forefathers, and they should be given the same liberty and justice which our forefathers demanded and obtained.

"A hopeful feature of the immigrant situation, according to

the conclusions of the Carnegie investigation, is that we have been getting the cream of the south European nations. This is proved by the fact that among those coming to our shores from a country 75 per cent illiterate, only 2 per cent have been denied entrance here because of illiteracy; that is, 98 per cent of our immigrants were of that enterprising class who had, against great odds, gained an education in the home country. This conclusion is further borne out by figures from the 1910 census, which show that of the 13,000,000 foreign born in this country, 7,000,000 had somehow learned English with little or no help from our schools. That their spirit is akin to our own was shown by the device on a banner carried by Czecho-Slovaks in a street parade in Cleveland during the war: 'Americans, do not be discouraged. We have been fighting the tyrants for three hundred years. We are Americans through and through by the spirit of our own nation.'

Mr. Thompson closed by saying, "If at this time we could forget politics long enough to remember the country and start anew on the basis of justice, to show that we believe in democracy and all it implies; if we could get all our States to pass a uniform law making education compulsory up to the age of twenty-one; if we could set up in every community where there are 1,000 aliens an adequate school, I believe we should have no occasion to worry about the problem of the alien."

### THE IMMIGRANT'S VIEWPOINT.

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BY DENIS A. MCCARTHY.

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Mr. Chairman, Ladies and Gentlemen, it gives me great pleasure to be with you to-night, but, really, I do not know what I am here for. You know there are two classes here, — there are teachers and there are industrial people. Now, I am a representative of a non-essential industry. I am a poet. Perhaps I was taken down here as Exhibit A in this immigration proposition. If so, I am very glad indeed to be here. I am very glad to have Mr. Thompson refer as he did to the immigrant. It makes me swell up with pride. Not that I am

a Czecho-Slovak, but I am about as close to it as an Irishman can be.

I came here to America when I was fifteen years of age. I could read and write English fairly well when I came. I could write it much better than I can now; that is, my handwriting was much better. But I want to say this; even when I was a boy I thought to myself how silly it was for the great United States government to invite people from all the world to come here and then to make no effort when they came here to teach them their duties as American citizens. Of course, I knew the English language, and in that I had an advantage. But, think of the thousands, I suppose millions, of young boys of my age who have come here, and we as a nation never taught them anything about the real America. Millions of men have lived in this country without ever coming in touch with the America of high ideals that we know about. I am sure I was very, very many years in America before I myself came in contact with the real America. My education was haphazard, — some I got from the newspapers, some I got from the people with whom I was associated. People of the high-ideal kind do not associate with us who have to earn our living.

I am glad at this present time that this great neglect on the part of the United States, on the part of the communities, on the part of the States, is going to be rectified. A meeting such as this is tremendously helpful to those who are serious. I do not believe any one is more serious than myself. I have known all the hardships any immigrant has known, because I have what people call the artistic temperament, and whenever you have that, you have something, believe me.

One fine day in May I climbed over the side of an immigrant ship just outside Queenstown, and came to Boston. One of my first lessons in Americanization, the first lesson I received in Boston, was to see a little group of Grand Army men marching along Washington Street on the second day after I arrived in America. I discovered that this was Memorial Day, and I discovered that the purpose of this group of men, in the prime of life, was to go forth and decorate the graves of their dead comrades. I cannot explain to you what a wave of emotion

thrilled over my youthful heart. I cannot explain it now, but something mystical, something emotional, took place within me then and there. I seemed, like the old-fashioned people who got religion all at once, to get Americanism all at once. When I saw those men marching, when I saw those flags, I thought to myself (now I can look back and explain it) — I thought to myself how wonderful it was to be a part of this great Republic where love for human liberty was not penalized. Every year after that, wherever I was, I tried to be part and parcel of this most moving ceremony, the decoration of the graves of the dead soldiers on Memorial Day. And, as the days went on, I resented what I thought the desecration of so holy a day by silly and frivolous turning away from that which the day represented to simple sports and pastimes and pleasures.

I have had the usual time that boys have in a new country. I had to earn my own living as best I could, but I learned lots of things about life. I earned more than a living, I earned a life. My experiences in many cities and American communities were hard and painful; still, I came through it all right. But I never lost the memories of those days, and I never lost the memory of the boys whom I have seen go down before temptation that in a better civilization will not be set before the young people who are coming up in this country.

One of the things that struck me in our American life was that we have so many bitternesses, so many different kinds and classes of people, and so many of them teaching old hatreds they brought with them from the other side. So many people born and bred in this country, of parents born and bred in this country, as Walt Whitman would say, still keep up the old prejudices against certain classes of people. It is not only in the foreign sections that I find prejudice against people. We have them also in communities peopled with those who were born here, and have come of long lines of ancestors. It seemed to me that America was a place where all this should cease. Here was a place where every fellow had a fair chance, or it was intended that every fellow should have a fair chance. Here was a place where all our religious bitterness should die. Here was a place where our racial bitterness should die — where we should get together on a common basis of American



citizenship and love and neighborliness. I do not believe that word "love" is too feminine in America. I think it is a noble word. I think we should take it and make it masculine, and make it symbolical. So I wrote this poem, called —

THIS IS THE LAND WHERE HATE SHOULD DIE.

This is the land where hate should die —

No feuds of faith, no spleen of race,  
No darkly brooding fear should try  
Beneath our flag to find a place.

Lo! every people here has sent

Its sons to answer freedom's call;  
Their lifeblood is the strong cement  
That builds and binds the nation's wall.

This is the land where hate should die —

Though dear to me my faith and shrine,  
I serve my country well when I  
Respect beliefs that are not mine.

He little loves his land who'd cast  
Upon his neighbor's word a doubt,  
Or cite the wrongs of ages past  
From present rights to bar him out.

This is the land where hate should die —

This is the land where strife should cease,  
Where foul, suspicious fear should fly  
Before the light of love and peace.

Then let us purge from poisoned thought

That service to the State we give,

And so be worthy as we ought

Of this great land in which we live!

During the discourse Mr. McCarthy read "Sweet is Tipperary," "The Fields o' Ballyclare," "The Veterans," "Never a Place to Play," "The Song of the Child Workers," and "Americanization."

Chairman HOLMES. "During the war we used to hear a great deal about the Y. M. C. A., and many of these things we were very glad to hear. The third speaker of the evening will tell of the function of the Y. M. C. A. in industrial Americanization. He has been a leader in this movement for many years. He has first-hand acquaintance in the countries from

which most of our immigrants come. He has lived abroad for some time, and has studied social and economic conditions there at close range."

Mr. Holmes then introduced Dr. George W. Tupper of Boston, Industrial Secretary, Y. M. C. A. of Massachusetts and Rhode Island, who gave the following address:—

#### ADDRESS BY DR. GEORGE W. TUPPER.

Ladies and Gentlemen, my limitation comes when they so boldly (in small type) announce the general theme of this conference, — that is, the promotion of co-operative relations between the public schools and the industries in the operation of factory classes for the instruction of immigrants. Now, I am supposed, as a weak representative of a once much-discussed organization, to say what the function of that organization ought to be in helping to promote this object. Notice the intricacies here. Only a Boston man could have thought this out. I am to say that this organization should function in helping the public schools and the industries to co-operate. I can do it.

In so far as a theme has presented itself to me on which I might speak to-night, it would be entirely couched in this one word, "good will." If this organization which I am representing can really do all that you expect it to do, it seems to me it should confine its efforts to the increasing of good will, or helping to increase good will, between the races who are here and those who are to come, and help to show those who have been here a little longer that there is an immense background of great value yonder in the old world from which these people came. That is why I want to thank Dr. Smith for that word "background." These people come here representing great races, great cultures, great beliefs. Woe betide the American who has been here a little longer who would try to break down those beliefs. They are the greatest thing the immigrant has, and we should not try to destroy them. As a matter of fact, the immigrant takes care of that very well, and he lives his own life and takes care of his own conditions.

It has been thought good that groups of Y. M. C. A. men

should go to the old world and study these conditions and backgrounds; should live there, and try, so far as one not born in those countries could, to understand that environment, and then to bring it back and tell the folks who have not been there what it is like, and try to help the immigrant to live his real life in this country. Modestly, I think the Y. M. C. A. has done much in that respect. For fourteen years they have been devoted to that kind of thing.

I think it is the function of the Y. M. C. A. to co-operate with the public schools and industry in spreading the gospel of good will through the knowledge which has been gained regarding the immigrants who have come here.

There is one name which stands out above all names in the Y. M. C. A. calendar regarding that work, and that is the name of Dr. Peter Roberts of New York. He came here as a Welsh immigrant, and worked in the mines of Pennsylvania. He received the degree of doctor of philosophy from Yale University, and he has written books on the coal region which have not been surpassed. He has said: "I believe in the immigrant. I am an immigrant. Immigrants are coming to this country making valuable contributions. I shall spread on paper to the best of my ability information concerning the good things about these immigrants, and I shall raise my voice that every one may learn about their value." Dr. Roberts has made a great contribution under the auspices of the Y. M. C. A. It has done a great deal towards stimulating good will for the immigrant.

I am not an educator, I am not a manufacturer, and having given to you what I believe to be the essence of what the Y. M. C. A. has done, I may say I should hope that would be the agreed line along which they would put effort in the future, — the development of good will, the best use of what immigrants have brought to us, and the holding up of a high standard of American life.

## **SATURDAY MORNING SESSION, SEPTEMBER 18, 1920.**

Walter M. Lowney, President of the Walter M. Lowney Company, Boston, presiding.

Chairman LOWNEY. "Our first business this morning will be the report of the findings of the industrial conference and of the school conference which were held yesterday afternoon. We will have, first, the report from the industrial conference, which will be presented by Mr. Charles H. Paull, Service Manager of the Ludlow Associates."

Mr. Paull presented the report of the conclusions arrived at in the industrial conference (see pages 62 to 64).

### **FINDINGS OF THE SCHOOL CONFERENCE.**

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PRESENTED BY FRANCIS A. BAGNALL, SUPERINTENDENT OF SCHOOLS, ADAMS.

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In presenting this report of findings of the school conference, I am naturally basing such upon Mr. Edward E. Bohner's excellent paper on helps which industry wishes to receive from the school. In the discussion that followed, some doubt was expressed as to the possibility of meeting the needs of the individual immigrant, and the expression of the thought that our plans must contemplate reaching these people in groups. Having differentiated our methods of approach as found necessary, we would thereby largely meet individual needs.

Important as is the program, course of study, and leadership, both in industry and in the school, the outstanding essential fact is the teacher. Our success in the work depends upon having teachers of unusual and peculiar gifts, of marked personality, and vision.

In extending the work with immigrants until they have become citizens, the interest in these people should not cease with presentation of diplomas issued by the school or national authorities. There is a real need for further educational opportunities and enthusiasm for these men, with definite fol-

low-up work, that with citizenship once acquired may come greater intelligence, greater joy in living, greater efficiency in industry, and greater loyalty to the country of their adoption.

The findings of the public school conference are as follows:—

We assume as a basic principle a mutual understanding on the part of industry and schools of the joint problem as well as of each other's particular problem, and a growing confidence and appreciation each of the other that must result.

As public school officials we believe, first, that it is necessary—and we are anxious to get the other fellow's industry point of view—that there may result for the immigrant greater personal and plant efficiency, and greater and personal plant happiness, or, as Roosevelt puts it, "Joy of achievement." This achievement will be characterized by greater safety, greater interest, greater mutual confidence, and other improved conditions of work, as operatives become co-operatives.

We believe, second, in the development of a definite, adequate program in every community which has an immigration problem to solve. This program must be adequate in that it meets, so far as is possible, the needs of the individual immigrant. It must be adequate in its financial support from public funds.

This program must be characterized by centralized responsibility in the school department under skilled leadership; by teachers peculiarly fitted, specially trained, wisely supervised; by a course of study that keeps in mind, in its content, the peculiar needs of workers in industry as well as their civic training.

We believe, in the third place, that this program must be carried out with promises fulfilled, in a "together" spirit that gives generously of our time, thought, money, and enthusiasm. We must also be ever ready to acknowledge our obligations to these new friends of ours, from whom we receive no less generously their valuable traditions and possibilities. Such a fortunate combination on our part and theirs will make a wonderful contribution to American citizenship.

Discussion.

Chairman LOWNY. "Now it is time for the discussion of the reports."

OSCAR GALLAGHER, Superintendent of Schools, Brookline. "Mr. Chairman, I notice that one of the concluding articles is the acceptance of the report of the Committee on State Policies. I would move, therefore, that these two reports be received by the Committee on State Policies for final reports later in the day, to be governed by the discussion which now follows."

Motion seconded and carried.

A. W. ESLEECK, President, Esleeck Manufacturing Company, Turners Falls. "There is one thought that comes to me, and has often in recent times; that is, the matter of compensation for teachers. We call for better teachers, — teachers who are trained for special work, teachers who have a vision; but up to a very recent time we have been paying these teachers, who have given the greater part of their lives to fitting themselves for this special work, less than the man who swings the pick and shovel. It is all wrong.

"It is a matter of fact that the quality of our teachers during the past few years has deteriorated. They have not the quality they had years ago, for the simple reason that they cannot afford to give their lives to a profession, much as they may like it, that does not furnish compensation enough to keep body and soul together.

"Now, if we are going to have better teachers, specialist teachers, we have got to face this fact: we have got to pay salaries sufficient to meet the needs of those who are giving their lives for this work. The sooner we realize the fact that the teachers must be paid liberally for the greatest work that is going on in the country, the sooner we will have teaching commensurate with the demands put upon it."

Allen P. Keith, Superintendent of Schools, New Bedford, stated the difficulty he was having in establishing continuation and Americanization schools simultaneously, and called for help from the State Department of Education and the Associated Industries to convert the manufacturers to a plan of co-operation along these lines.

John J. Mahoney, in reply to the foregoing, spoke of small

follow-up conferences which might be held soon in various parts of the State on invitation of local superintendents of schools. These would be planned to acquaint school committee men and industrial leaders, who did not attend the Plymouth Conference, with the proceedings of that body.

Sydney W. Ashe, Pittsfield, felt that due caution should be exercised before names and addresses of pupils in factory classes were given to any one asking for them.

E. P. Carr, Marlborough, asked if any one had tried using naturalized citizens for the Americanization of their racial friends.

T. M. Haines, Gloucester, said it had been tried with success in his city, but that those naturalized citizens were often foremen who used coercion to bring their employees into the classes.

M. B. Irish, Fall River, proposed that "industry shall have exclusive say as to who the teachers shall be who come into their plants to handle their employees."

There was no reply to this suggestion.

H. F. Cook, Springfield, suggested offering a prize to the race in the community showing the largest percentage of foreign born obtaining citizenship.

T. J. Dwyer, Chicopee Falls, advised other representatives of industry to resolve, on returning to their respective plants, to put the recommendations of this conference in force immediately.

Chairman LOWNY. "One of the really great educators of the country several years ago startled the people of the United States by declaring boldly that the first business of the public school was to make American citizens. Most of the people seem to have the idea that the business of the public schools was to prepare young people for college. As principal of the Washington Irving High School in New York City he for several years had a chance to put his theories into operation. In his present job he continues to startle educators by saying things which cannot be disputed, but which for some reason he never has said before."

Mr. Lowney then introduced Dr. William McAndrew, Associate Superintendent of New York City Schools, who gave the following address:—

## FUNDAMENTALS.

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BY DR. WILLIAM McANDREW, ASSOCIATE SUPERINTENDENT OF SCHOOLS, NEW YORK CITY.

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Mr. Chairman and Fellow Citizens, it is extremely interesting to hear each man as he gets up tell his business and the place he is from. I should like to say that I am a capitalist, but the chairman in divulging what my real business is has shown the impossibility of my appearing before you in that guise. I can claim to be from a family of manufacturers; there were 17 children in our family, — the McAndrew Manufacturing Company. I can say proudly that I am from Ypsilanti, knowing that none of you know where Ypsilanti is.

My mother was a bookbinder's girl in Scotland, and my father was a ship carpenter, but when they came to this land of opportunity my mother discovered she could study medicine, and she became a physician, and my father, with a rare talent for team play, went into the undertaking business. [Laughter.]

So we can establish fraternal relations with the school of men and with the manufacturers and with the American progressives.

This assembly and this place and this year project all our thoughts back three hundred years. Every sojourner in Massachusetts this year will have his mind enriched by the narrations and by the pictures of the great event of 1620. If we go back through those three hundred years, a convenient halfway house would be one hundred and fifty years back, in 1770, from which point we could look both forward and backward. And if you and I met in Plymouth in 1770 we would not be sitting here, we would be up town. I wonder what we would see and hear, and what we would be thinking.

Our chairman would have a beautiful long wig, tied with a string. Those scintillating glasses of his would be square with large rings. He would have on an even handsomer waistcoat than he has at the present moment. He would have beautiful



knee breeches, and his classic calves would be seen through silk stockings, and he would have large silver buckles on his shoes. These handsome ladies would have their hair plastered flat on the sides; the Marcel waves would be gone.

If we looked out of the window we would see more shipping one hundred and fifty years ago than we see to-day. We would smell tar and probably rum. We would hear the sound of the sailors' "Yahoo, yahoo" when hauling up the ropes, and we would hear the rattling of the blocks. And if we gathered with knots of people around the dock in Plymouth we would hear some spicy conversation; we would hear discussions as to that event that had taken place in Boston only a little while before, and some of the hot-headed ones of Plymouth would be most vigorous in their condemnation of what they called in those days the "red lobsters" who had dared to fire into a crowd of Boston people, making that Boston Massacre. And there would be rejoicing at the exploit of a few of their fellow countrymen in the South, who climbed on that British man-of-war, "Gaspé," and burned her to the water's edge. Some would have been cautious, and would have said that it should not have been done, but others would be rejoicing and hoping that more trouble of this same sort was going to come.

We would hear some good reader delivering the spicy words of Sam Adams, or somebody else reading the more pompous language of John Adams. And no doubt there would be, even in Plymouth, some of those homely tracts issued by John Dickinson, the Pennsylvania farmer, to the people of Pennsylvania, making dangerous suggestions as to what ought to be done.

And what you and I would be thinking one hundred and fifty years ago would probably be the thoughts that were thought by those around us, because most Americans, as other people, think as the other people around them are thinking. And the thoughts we would be thinking would be natural ones, engendered by the experiences that we and our people had had who had come over here to a place where the opportunities were so generous that all the divisions into castes, into ruled and the rulers, into the nobility and the common people would be wiped away, because any man, whether the son of a com-

mon sailor or the son of a duke, could go out and by the strength of his own soul and right hand could win for himself a competence and a fortune. And the result would be that we would have in our minds an idea of equality that did not exist anywhere else in the world. For the first time in the history of the world the common man was coming into his own in 1770. There had been Republics and Democracies in the ancient world, but those of Greece and Rome had been built upon a basis of human slavery. Here for the first time in history the common, ordinary, everyday man was the man of the most importance, and was the man for whom government was established and laws were passed. We would have had that strong idea of equality, of fraternity, of brotherhood, and of generosity. We would have had different ideas regarding life and happiness from those common among most of the people in the world, because we had so much abundance and so few limitations. The land did not belong to people who had inherited it by laws of *primo geniture*. All you had to do would be to go out in Plymouth and take the land you wanted, and that idea of a fullness of life would have been common in our minds. And going with it was an idea of a greater happiness coming to mankind than ever before had come. A Frenchman, the Marquis de Chastellux, wrote an inscription to the people as he had seen them as early as 1748. He said: "What is an American? An American is a man full of enthusiasm, full of hope, full of the enjoyment of life."

And another one who was here, Brissot de Mandé, wrote in 1750 an account of these American people. He said: "What is it to be an American? To be an American is to be one whose soul is expanded by the opportunities before him; who takes an extreme delight in life."

When legal enactments were made they would begin: "In order to promote the welfare and the happiness of the good people of this town, be it enacted," and so on. When the colonial Legislatures passed laws they would begin them with preambles: "In order that the prosperity and happiness of this Commonwealth may be subserved we pass the following law." You would read it in the pamphlets; you would hear it in the speeches that were delivered from the timbers of the

docks in Plymouth, — this suggestion that the idea of happiness was an essential American idea of these early days.

Coming out here into this wilderness, and running the risk of attacks from the savages, it is only natural that we would form a stronger idea of the necessity of union in 1770 than we had had when we were back in England.

The writers who described their experiences in visiting the country as early as the year I have suggested, called attention to the fact that the people got together to do things. It was said that if a man wished a house he could get one in forty-eight hours, because the neighbors would turn in and help raise the timbers. In describing the work of the women they described the co-operative ideas under which they worked. One of the early writers says that if quilting was to be done the whole neighborhood came in and celebrated, and that the men joined in it also.

In 1770 we had an idea of the necessity of union, of doing things together. This idea of union meant that you and I were willing and anxious to do something for the public welfare. Our thoughts were not all centered in ourselves. We were building up a living here which was necessarily built by the work we did as teamwork, so this idea was bred in 1770 into your bones and mine by the experiences we had here.

Another idea that seemed particularly characteristic of you and me in 1770 was an expanded idea of liberty, of freedom. We had not been helped at all to speak out by relatives back home. What they did was chiefly to interfere with us. The idea of liberty and freedom became so common that even in those early days liberty poles were erected, liberty came into speeches, freedom came into songs, and has been perpetuated in our national airs and poems until to-day — "My country, 'tis of thee, sweet land of liberty, . . . From every mountain side let freedom ring." It became and is still a characteristic American idea, and it grew up from the circumstances surrounding us. But it was a peculiar kind of liberty; it was a peculiar kind of freedom. It never meant anarchy to you and me in 1770; it never meant license. We were as fond of order as human beings well could be. We passed laws. Do you remember, in 1770, the law that required every one of us to

put fences around our goose yards, so that the geese would not go out into the common at Plymouth and make it an unsuitable place for all of us to gather together?

We passed laws, those of us removing from here to Connecticut in 1770, so restricting personal liberty that we would not let a man kiss his own wife on Sunday, nor any other man's wife on any other day.

This idea of liberty that was growing up with us was always associated with order, it was always associated with law. This American idea of liberty never meant liberty to interfere with the rights of other people. It never meant liberty to threaten the well-being of the community itself. This liberty was restricted by union, and the ideas of liberty and union were welded together so that when years afterwards our great New Englander spoke of "Liberty and union, now and forever, one and inseparable," he was not uttering any new idea. If it had been a new idea it would not have been received with such applause. He was uttering an idea which had been born and bred into the bones of you and me by our experiences here.

At the very start, when the famous vessel lay out yonder, before they landed, this idea of the danger of individual license was so strong in the minds of those Pilgrims who landed here that they drew up that famous compact in which they said, "Factions have begun to appear among us." What is a faction? Faction is setting up the liberty of two or three of you against the majority. In order to promote the public good, they drew up laws restricting their liberty, making an orderly arrangement for their living here when they should settle.

Now we so often hear from some of our wild-eyed immigrant friends, "This is not a free country. I have not got liberty here. I cannot do as I please." Our duty in these classes for the foreigner is to show him that the American idea of liberty was a just idea which meant not license. Even Washington himself said, "What we must do is to learn to discriminate liberty from licentiousness," meaning freedom, not anarchy. Never do we expect to have the kind of liberty that our soap-box orators make themselves ridiculous over, which means absolute abandonment of organized authority, and makes a departure way back into the times of savagery. It is quite

essential that this idea of liberty and union, liberty and law, freedom from certain old artificial restrictions as to what church we should attend, as to what government we should subscribe to, was the kind of freedom which you and I in 1770 stood for and perpetuated, and that is one of the essentials of what we call the American idea which was bred on these shores.

In 1770 the irritations practiced upon you and me were becoming more and more severe, and those irritations were threats against and actions taken contrary to our idea of our own organization of doing something for ourselves; of securing freedom of action for the public good. The irritations became worse and worse. The people who were irritating us, the men around King George, could not understand why we objected to having a tax put on legal documents, or why we objected to the Stamp Act. Why, we ourselves had passed laws before that which required the use of stamps on legal documents. They could not understand why we objected to a tax on tea, and they said, "You yourselves have taxed tea," and we had. They pointed to the colonies of the French government — oppressed a great deal worse than these colonies were — and the Spanish colonies the same way. It seemed to them extremely unreasonable that there should be any protest whatever.

But you in 1770 understood what you were opposing. You were not opposing taxes. You were opposing this interference at that late date in the management of this country of yours which without help from abroad you had developed into the strong, orderly country it was. The irritation became so great that we broke the bonds that connected us with the mother country, and we sent the best and brainiest men we had to form a new nation. Who were they? The Hancocks, the Franklins, the Washingtons, the Adamsses, the Jeffersons, the Monroes. Never in the history of the world has a more experienced and more thoughtful set of men ever assembled together. They formed the new nation, and they formed it on principles; they formed it on American ideals. They did not invent new propositions and new theories. It was not a theoretical government. It was a government based upon the beliefs of the people they represented. For the first time in history they put into the original documents on which the

government was founded these American principles. They put them into the preamble to the Declaration of Independence; they put them into the Constitution, — equality, fraternity, brotherhood, the right to life and the pursuit of happiness; in the preamble to the Constitution, — “We, the people of the United States, do establish this Constitution.” What for? To promote the public welfare, to ensure domestic tranquillity, to promote justice, to look out for the national defence, and to secure to ourselves and to our descendants the blessings of liberty.

And what is the meaning of “blessings”? Blessing is the supreme word for happiness, — and to secure the happiness of ourselves and our posterity. Those smarties with college educations, who have from time to time analyzed the American idea in the Declaration and Constitution, who have called it glittering generalities, must have forgotten their history, must have forgotten what you and I knew in 1770, — that these essentials of the American idea were practicalities, not generalities; were old to us and not new.

This nation of ours, founded on these American principles, hoped that they would be perpetuated from generation to generation, and that there would grow here a nation free from old-world errors and tragedies.

Now, how did you expect to perpetuate these American ideals for which you in 1770 pledged your lives? You yourselves had been thoroughly converted to them by your own experiences, and by the pamphlets and the speeches and the newspapers which from one end of the country to the other had emphasized these notions. You did not need to guess what your scheme was, because in the words of your leaders — Washington, Franklin, and the others — you knew how this American ideal was to be preserved. Washington: “To enlighten public opinion, on which safe government must rest, we must have public schools.” John Adams: “In order to educate man to his moral duty as a man and citizen we must have a system of public schools.” Franklin: “In order that succeeding generations may prepare to perform the duties of self-government we must have a system of public schools.”

If you should put Jefferson on the stand, if you should put

Madison on the stand, and if you should put Monroe on the stand, before you, and ask them their opinion, and use the same words they had used in their letters, pamphlets, and speeches, the sum and substance of it all would be the same as of Washington, Franklin, and Adams. In order to train self-governors, in order to train American citizens, we must have a system of public schools.

A new idea. No education heretofore had ever been devoted to that end. Schools were not new. Schools underwent no revolution. Schools had been imported to this country years and years before. As you had more and more money you brought in japanned furniture, you brought in silks and wine and tea, and you also brought in schools. Where did you bring them from? Did you bring them from a country that had devoted itself to the common man? You brought them from England. Had England devoted itself to the common man? England had devoted itself to the ruling race. The schools of England were devised for the gentleman. What was the gentleman? What has he got on? What has he here? Beautiful lace ruching. And what has he here? Beautiful lace cuffs. What for? To show that he does not work; he is a gentleman. The education devised for the sons of those men was an education of accomplishment and polite literature, a lace ruche and lace cuff education. It had to do with the refinements of grammar, so you would know the difference between an adjective attribute and a preposition. Who has use for those other than a gentleman? They had the refinements of literature, *belles lettres*, the ability to quote from the English classics, a little dabbling in science and geometry.

That was the sort of education imported from abroad and set up in dear old Boston under the name of the Boston Latin School, the earliest institution of any note on these shores. And from the Boston Latin School went out missionaries, people without any thought of the American idea of equality, over all the country, until it became more and more settled, until they reached Ypsilanti, Mich. In Ypsilanti that education flourished until it reached the high school, and there we were told, "You are now superior to the rest of the people in this town." Some 150 entered the school, and 6 of us gradu-

ated. The others were eliminated by the course of study that had been designed for the purpose of eliminating the unfit, and, as has been said, for training an educated aristocracy. As we stood on the stage we were addressed in this way, "You are the cream of the whole bucketful." Other things rise to the top besides cream. [Laughter.] One of the bubbles of that cream spent a term in the Michigan State Prison where he never could have got if he had not been educated, for by means of the sharpness taught him there he was able to skin enough people out of enough money so that it was made an object to prosecute him and put him in prison.

There is in that town to-day a man, rejected from that aristocratic school because of his inability to hold his own, who now is the most philanthropic, public-spirited citizen of the whole of that State. The whole thing, to my mind, partook largely of the nature of a farce; and why shouldn't it?

How could you devise a scheme by which you were to educate people to public service, educate people in the idea of equality, and use for your machine something that had been imported for an entirely opposite purpose, — something that had been made for the purpose of emphasizing distinctions between people, and not for the purpose of equality? The further up we got the more the distinction was emphasized. The fathers of the Republic had banished all titles from America, and yet the people I associated with in the higher ranks were the hungriest people for titles you ever saw. They wanted an A.B. after their name, or an LL.D. The founders had banished the signs of human distinctions, — the garter worn outside the trousers to show you were a knight of the garter, the ermine, the crown. And yet if you go back to my dear old alma grand-mater, and walk across the campus in June, you will see a line of educated people with all the gewgaws and long flowing robes, and with caps on their heads with tassels dragging down in front, as much as to say: "Look at me. I am distinguished from the other people. I am superior. I am educated. I am doctor. Call me Dr. McAndrew. You might as well call me Sir William McAndrew, or Lord McAndrew."

The appetite fed by this title business, this academic millinery business, seems to me essentially the same appetite that



is fed in England when a man desires to be knighted and to be known as the Duke of Bilgewater or Bridgewater, or whatever the title may be.

The founders of our public school education said: "We will tax all the people, bachelors, maiden ladies, and people with families; we will tax them all for the purpose of educating young America." What did they want to educate them for? Why should we tax people who have no children, especially to educate other people's children? The idea of the founders of the Republic, as expressed in their own words, was: "We must have a system of public schools to perpetuate the American ideal." The American ideal is equality, fraternity, brotherhood. The American ideal is something for the public welfare. The reason why you who are here in this audience were educated at an expense greater than that of the taxes paid by your fathers and mothers was that you might become a servant of your fellow man, of the public; that you might perpetuate the American ideals of equality and fraternity and do something for the public service.

When Rabbi Hirsch of Chicago delivers his famous speech in which he says, "American education has been a sad tragedy, for the hopes of the founders of the Republic have never been recognized;" when our Commissioner of Education in New York says, "We realize that the lives of the children have been wasted;" when your great President Eliot shows year after year what the public schools have failed to do to come up to the hopes established regarding them; when Roosevelt delivered his famous address in Cornell University and said, "Throughout all my experience in school and college the whole idea emphasized was that I was to get ahead, I was to succeed, to get on in the world, and for that purpose education was given me," — when these testimonies are given it is worth our while to stop and think what we were expecting, when we sat in the town hall in Plymouth in 1770, was going to come in one hundred and fifty years, in the way of the fraternity of mankind and the general teamwork of all Americans, for the country.

On our graduation stage we put an evergreen motto the night we were graduated, "Knowledge is power." Who is power? Knowledge is my power. I am the graduate. I am after

knowledge in order that I may get power. What they expected us to be taught was, "I am after knowledge in order that I may be a good citizen, working for the public welfare."

At this point Dr. McAndrew attracted attention to some of the misconceptions commonly held concerning pedagogical methods. Contrary to the popular view, he declared that rapid reading is the most efficacious reading; that moving the lips impedes the thought. He advised against meticulous correction of speech, claiming that one learns not by correction but by practical experience. He continued: —

Inasmuch as public education at public expense was established in this country for the purpose of training citizens, for the purpose of obtaining the American ideal, if we are to get success, that must be the main underlying purpose of all the work done in the factories and in the schools for the matter of educating the foreigner.

It is a legitimate lure for me to say, "Come into the school-room and you will earn more money." But, my son, you stop to think that the reason you get more money is because you are more valuable to the community, and they are willing to pay for it.

The proposition we make when we go to the employers is, "We are asking you to make an investment that will bring to you returns in your own business. If you and I will teach them how to read they will acquire American ideas, they will waste less of your material, they will be more serviceable men, they will cut off fewer thumbs of their own and make you less liable under the insurance law." The whole thing is so plain that the thing for us to do is to deliver the goods and see that we are attempting to carry out our promise to the factory employer and make the men more serviceable, knowing that the more serviceable a man is the more intelligent the labor he will give, and the better citizen he will be, and the more service he will give to all citizens around him.

In this American idea it is up to us, those who are teaching men, to practice this idea of equality. The biggest snobs in the country now are the Pilgrims. But "Bless your heart," old man Blank says, "My father was a Pilgrim too, and he got here in 1820."

The man who landed in Ellis Island yesterday is, so far as outward circumstances are concerned, so far as I can see, a Pilgrim father, and should be received with the respect due to all the potentialities within him.

Do you remember your great Thoreau wrote an account of his trip on the Merrimack and Concord rivers? And do you remember when he got way down to the mouth of the Merrimack, there he found a spring to which he alludes as one of the sources of the Merrimack? Of course it is one of the sources.

One of the sources of American possibilities is on Ellis Island to-day, just as the dear old Pilgrim Fathers landed on the rock three hundred years ago.

I remember during the war there was a big armory near our house, and I went down in the train one day, and in this train there were a lot of soldiers with U. S. on their collars. A little kid was very much interested in this collar, and he said to his father, "Say, papa, that is 'us'."

We are getting more and more to feel that spirit of "usness."

If you ever go to Keith's vaudeville you will hear, if you go to the same show that I went to, a song that shows the disappearance of this condescension towards the foreigner. The first verse runs like this: "Who is it coming from all the world bringing their gifts to America? The Argentine, the Portuguese, the Armenian, and the Greek." The second verse is something like this: "When we go down to our business in the morning, and going into the car find all the seats full, who is it sitting in the full seats? The Argentine, the Portuguese, the Armenian, and the Greek." And then the third verse: "This is the year of patriotism. We are getting ready to elect a President of the United States. We go to political meetings and some one says, 'Let us sing a patriotic air.' We all get up and we mumble the words because we do not know them. But who is it that knows the words? It is the Argentine, the Portuguese, the Armenian, and the Greek."

Those of you who have been engaged in this mighty interesting work of making over men into Americans must have felt — when you realized that you yourself are not more than 22 per cent American, when you realized all the old traditions of selfishness and greed, when you realized the laziness of our

own fraternity and our own work for the public welfare and the ease with which we abstain even from voting, and when you realized that in that group before you, if only you have the perception to see it, are some of the most interesting, picturesque experiences in the world — that this work begins to take a certain amount of pleasure and romance which gives to the teacher that required spirit that makes it succeed.

You get off the train at Pittsburgh, and you see a sign which reads, "If every foreigner had one American friend the difficulty of Americanization would be ended." If a teacher sees the friendship these people are ready to bestow, if he comes down from his high horse and realizes how much he has to learn, the work begins to mean something.

Now I am going to tell you a story. A minister went to a strange church to preach. He went in and he saw a collection box. He put a dime in it. He preached his sermon eloquently; and as he came out the sexton touched him on the shoulder and said, "Sir, it is the custom to give the visiting minister the amount of the collection;" and he emptied the collection box and gave the minister a dime. On the way home his grandson said to him, "Grandpa, I was thinking." "What are you thinking?" "I was thinking," said the boy, "if you put more into that box you would get more out of it."

That is the moral for the teacher and the employer in this great problem of Americanization. What does Americanization mean? Perpetuating the American ideal. What does the American ideal mean? You know; you were here in 1770 when it was started. You saw it written into our law and upheld by the best minds ever since, until it comes to the great Lincoln, who said, "This country was dedicated to the proposition that all men were created equal." [Great applause, audience rising.]

Fordyce T. Reynolds, Superintendent of Schools, Gardner, read the State Policies as reported on pages 5 to 7 of this report.

The conference unanimously voted the adoption of the recommendations contained in that statement.

Adjourned.

**LIST OF DELEGATES IN ATTENDANCE AT THE STATE  
CONFERENCE ON IMMIGRANT EDUCATION IN MASSA-  
CHUSETTS INDUSTRIES, PLYMOUTH, MASS., SEPTEMBER 16 TO 18, 1920.**

---

- W. P. Abbott, Superintendent of Schools, 36 High Street, Greenfield, Mass.  
 Mrs. Aroline W. Adams, Massachusetts Agent for Factory Classes,  
 18 Ocean Terrace, Salem, Mass.  
 John S. Ames, Member, School Committee of Easton, North Easton,  
 Mass.  
 John Anthony, Superintendent of Schools, Melrose, Mass.  
 Miss Maude E. Archibald, Supervisor of Americanization, School De-  
 partment, Malden, Mass.  
 E. E. Armstrong, Employment Superintendent, The Viscoloid Company,  
 Leominster, Mass.  
 George P. Armstrong, Superintendent of Schools, Homer School, Bel-  
 mont, Mass.  
 Sydney W. Ashe, Manager, Educational and Welfare Department, Gen-  
 eral Electric Company, Pittsfield, Mass.  
 Mrs. S. W. Ashe, Pittsfield, Mass.  
 W. B. Atwell, Superintendent of Schools, Wakefield, Mass.  
 Richard S. Ayers, Rice & Hutchins, Cambridge, Mass.  
 F. A. Bagnall, Superintendent of Schools, Adams, Mass.  
 Miss Grace T. Bain, Plymouth, Mass.  
 A. L. Barbour, Superintendent of Schools, Quincy, Mass.  
 Miss Ellen de S. Barrett, Supervisor of Americanization, Newburyport,  
 Mass.  
 Miss Christine L. Beck, Librarian, Associated Industries of Massa-  
 chusetts, 1034 Kimball Building, Boston, Mass.  
 Ivan Beede, Boston Post Reporter, Boston, Mass.  
 Frank V. Bistrup, Industrial Investigator, Associated Industries of  
 Massachusetts, 1034 Kimball Building, Boston, Mass.  
 Miss Grace Blanchard, Continuation School, Boston, Mass.  
 L. A. Blanchard, Employment Manager, National Equipment Company,  
 Springfield, Mass.  
 Edward E. Bohner, Industrial Service Secretary, Associated Industries  
 of Massachusetts, P. O. Box 11, Springfield, Mass.  
 M. H. Bowman, Superintendent of Schools, Dighton, Mass.  
 William F. Brady, Employment Manager, W. L. Douglas Shoe Company,  
 Brockton, Mass.

- Charles E. Brainard, Master, Edgerly and Glines schools, 82 Munroe Street, Somerville, Mass.
- Robert I. Bramhall, Agent, State Department of Education, State House, Boston, Mass.
- Herman H. Brase, Director of Americanization, 44 Briggs Street, Easthampton, Mass.
- John Bridgewater, Jr., J. L. Hammett Company, Cambridge, Mass.
- M. J. Brines, Industrial Secretary, State Y. M. C. A., 167 Tremont Street, Boston, Mass.
- Maro S. Brooks, Deputy Commissioner of Education, State House, Concord, N. H.
- Mrs. Maro S. Brooks, Concord, N. H.
- B. D. Brown, Superintendent of Schools, Hudson, Mass.
- Mrs. B. D. Brown, Hudson, Mass.
- F. M. Bump, Secretary, Manufacturer's Association of Brockton, Brockton, Mass.
- H. J. Burgess, Industrial Secretary, Y. M. C. A., Fitchburg, Mass.
- Mrs. H. J. Burgess, Fitchburg, Mass.
- S. L. Bush, Manager of Research, Crocker, McElwain Company, Holyoke, Mass.
- Mrs. S. L. Bush, Holyoke, Mass.
- Miss Margaret G. Butler, Supervisor of Americanization, 24 Marcy Street, Southbridge, Mass.
- Miss Mae G. Cahill, Director of Americanization, Leominster, Mass.
- John A. Callahan, Member, School Board, 131 Lincoln Street, Holyoke, Mass.
- Miss J. M. Campbell, Director, Work with Foreigners, Public Libraries, State House, Boston, Mass.
- Chester S. Carney, Industrial Relations, Scovell, Wellington & Co., 110 State Street, Boston; Mass.
- Miss Mary Carolan, Teacher, Lowell Public Schools, Box 1230, Lowell, Mass.
- Edward M. Carr, Chairman, School Committee, North Easton, Mass.
- E. P. Carr, Superintendent of Schools, Marlborough, Mass.
- Frank F. Carr, Principal, Claflin, Horace Mann, and Adams Schools, Newton, Mass.
- N. P. Ames Carter, Chairman, School Committee, Chicopee, Mass.
- Frank B. Cawley, Overseer, Ludlow Manufacturing Associates, Ludlow, Mass.
- Mrs. Allen Chamberlain, Executive Secretary, Women's Auxiliary Intelligence Bureau, 30 Pinckney Street, Boston, Mass.
- E. M. Chase, Carew Manufacturing Company, South Hadley Falls, Mass.
- Herbert L. Cholerton, M.D., Chairman, City Hall Annex, Somerville, Mass.
- George I. Clapp, Superintendent of Schools, Woburn, Mass.

- Charles S. Clark, Superintendent of Schools, Somerville, Mass.  
 Miss Luella Clark, The Fisk Rubber Company, Chicopee Falls, Mass.  
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 Die Corporation, Greenfield, Mass.  
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James V. Gridley, Industrial Secretary, Y. M. C. A., Brockton, Mass.

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 W. E. Hammond, Supervising Principal, West Springfield, Mass.  
 Thure Hanson, Crompton Knowles Loom Works, Worcester, Mass.  
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 Mrs. Owen A. Hoban, Gardner, Mass.  
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 Mrs. F. C. Holmes, North Plymouth, Mass.  
 Miss Margaret F. Holmes, Plymouth, Mass.  
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 Mrs. John J. Hoornstra, Cleveland, Ohio.  
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 Olin M. Jacobs, Southbridge Manufacturers' Association, Southbridge, Mass.  
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 Mrs. C. H. Knowlton, Hingham, Mass.  
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- L. M. Lamb, Comptroller, Greenfield Tap and Die Corporation, Greenfield, Mass.
- Mrs. L. M. Lamb, Greenfield, Mass.
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- Mrs. Charles P. Marshall, North Plymouth, Mass.
- Farnsworth Marshall, Superintendent of Schools, Malden, Mass.
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- Judge Robert Chapin Parker, Chairman, School Committee, Westfield, Mass.
- H. T. Patey, Ginn & Co., 15 Ashburton Place, Boston, Mass.
- Miss W. Patterson, Principal, Beverly Farms School, Beverly, Mass.
- S. B. Paul, Principal, Mason School, Newton Center, Mass.
- Charles H. Paull, Assistant Service Manager, Ludlow Manufacturing Associates, Ludlow, Mass.
- Gardner W. Pearson, Member, School Committee, Hildreth Building, Lowell, Mass.

Mrs. Gardner W. Pearson, Lowell, Mass.

William R. Peck, Superintendent of Schools, Holyoke, Mass.

C. N. Perkins, Superintendent of Schools, Waltham, Mass.

Miss Nellie A. Perry, Supervisor of Americanization, Quincy, Mass.

W. H. Perry, Superintendent of Schools, Leominster, Mass.

C. G. Persons, Superintendent of Schools, Taunton, Mass.

Miss Mary J. Pimental, Teacher, Plymouth Public Schools, Plymouth, Mass.

E. E. Place, Superintendent of Labor Department, Renfrew Manufacturing Company, Adams, Mass.

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Mrs. George F. Wells, Lowell, Mass.

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 W. G. Wheeler, Superintendent of Schools, Newton, Mass.  
 Thomas R. Whipp, American Printing Company, Fall River, Mass.  
 Mrs. Thomas R. Whipp, Fall River, Mass.  
 Miss Caroline A. Whipple, Supervisor of Factory Classes, New York  
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 Randall A. Whittier, Service Manager, Boston Woven Hose and Rubber  
 Company, Cambridge, Mass.  
 Edgar L. Willard, Superintendent of Schools, Natick, Mass.  
 Henry L. Williams, Member, School Committee, Lowell, Mass.  
 K. Winslow, Principal, Stearns School, Newton, Mass.  
 Walter C. Winston, Submaster, Public Schools, Boston, Mass.  
 Charles F. Woodbury, Director of Americanization, Public Schools,  
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 Samuel Worth, Employment Manager, Boott Mills, Lowell, Mass.  
 Frank W. Wright, Director, Division of Elementary and Secondary  
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 Mass.  
 Ira Wyman, Director of Personal Service, Strathmore Paper Company,  
 Woronoco, Mass.

## ORGANIZATION.

---

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PAYSON SMITH, State Commissioner of Education, Boston.

CHARLES A. ANDREWS, President, Associated Industries of Massachusetts, Boston.

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ERNEST P. CARR, Superintendent of Schools, Marlborough.

ANNIE S. MARSTON, Hood Rubber Company, Watertown.

CLAIR G. PERSONS, Superintendent of Schools, Taunton.

BENJAMIN D. ROGERS, Bird & Son, East Walpole.

JOSEPHINE SHANAHAN, Supervisor of Americanization, Quincy.

### EXHIBITS COMMITTEE.

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MORTIMER H. MELLEN, Director of Americanization, General Electric Company, West Lynn.

JOHN J. MULLANEY, Director of Americanization, Gardner.

JENNIE E. SCOLLEY, Assistant Superintendent of Schools, Holyoke.

M. J. SHANNON, Director of Americanization, Framingham.

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G. C. MINARD, Superintendent of Schools, Arlington.

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R. A. WHITTIER, Boston Woven Hose and Rubber Company, Cambridge.

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THOMAS F. POWER, Assistant Superintendent of Schools, City Hall, Worcester, Vice-Chairman.

FRANCIS A. BAGNALL, Superintendent of Schools, Adams.

ALBERT L. BARBOUR, Superintendent of Schools, Quincy.

MARION L. DOTEN, Executive Secretary, The Lowney Co-operative Association, Boston.

ERNEST W. FELLOWS, Superintendent of Schools, Framingham.

H. G. FRANCKE, Pacific Mills, Lawrence.

OWEN A. HOBAN, Chairman, School Board, 65 Graham Street, Gardner.

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FRANK L. LOCKLIN, Secretary, Taunton Manufacturers' Association, Taunton.

WILLIAM A. MITCHELL, Agent, Massachusetts Cotton Mills, Lowell.

WILLIAM C. MOORE, Superintendent of Schools, Newburyport.

GEORGE E. NERNEY, Bay State Optical Company, Attleboro.



DR. ROBERT S. QUINBY, Service Manager, Hood Rubber Company, Watertown.

ERNEST W. ROBINSON, Superintendent of Schools, Fitchburg.

BENJAMIN D. ROGERS, Bird & Son, East Walpole.

JOHN F. SCULLY, Superintendent of Schools, Brockton.

M. J. SHANNON, Director of Americanization, Public Schools, Framingham.

BERNARD M. SHERIDAN, Superintendent of Schools, Lawrence.

CHESTER D. STILES, Superintendent of Schools, Westfield.

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FRED A. JENKS, Chairman, Americanization Committee, Plymouth Chamber of Commerce, Plymouth.

CHARLES P. MARSHALL, Employment Manager, Plymouth Cordage Company, North Plymouth.

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CHARLES P. MARSHALL and MARY J. PIMENTAL.

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MARGARET BUTLER, Director of Americanization, Southbridge.

HENRY DAVIS, President, The Stetson Press, 195 Fort Hill Square, Boston.

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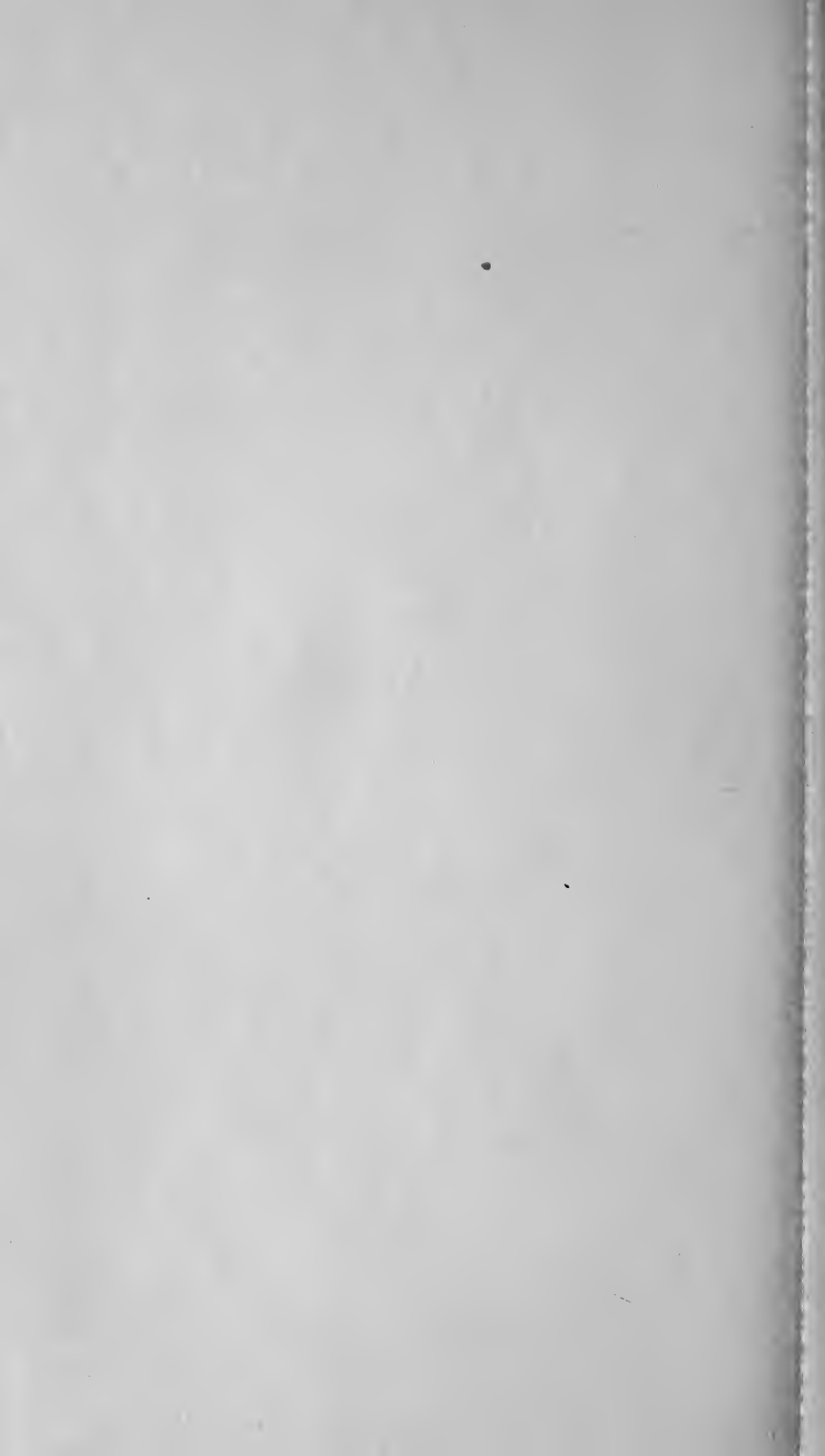
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